JOURNAL of the
CANADIAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION

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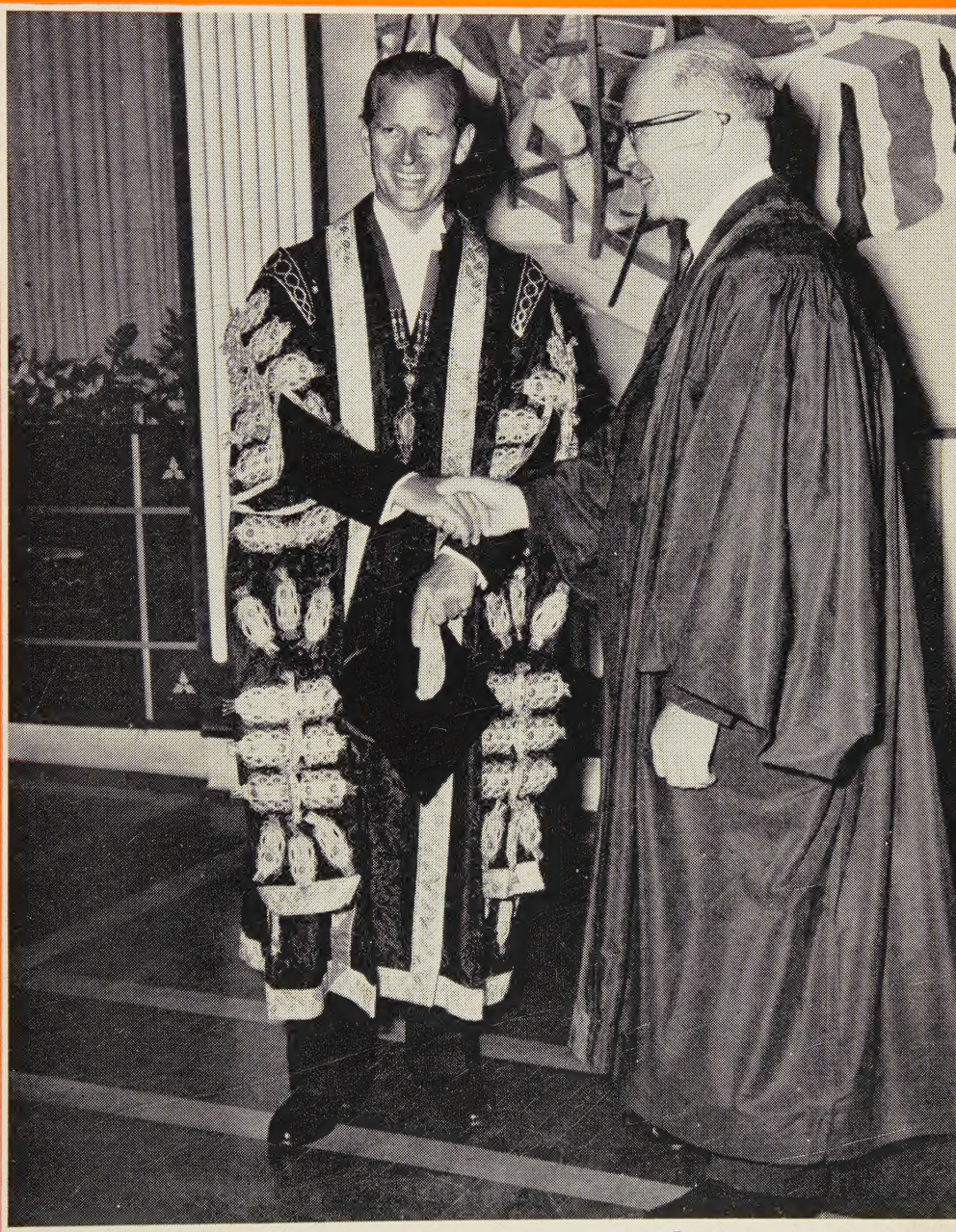

Featuring Convention Highlights

Vol. 26 October-November, 1959 No. 1

The Duke of Edinburgh Speaks on Fitness

Prince Philip was officially installed on June 30 as the first lay president of the Canadian Medical Association, and he took the opportunity to make an unusual Royal appeal to Canada's doctors to improve the physical fitness of the nation.

He said there was evidence that Canadians are not as fit as they might be and that the trend of medical statistics gave cause for concern. Despite the brilliant achievements of medical science in recent years and improved medical and hospital facilities, it would not be reasonable to assume that the general level of health is improving.

Canada's standard of living—almost the highest in the world—"is having the same effect upon the community as a plaster cast has on the muscles of the body." The answer, Prince Philip added, is proper physical education in schools, adequate recreational facilities for all ages and sections of the community, an extension of youth organization work, and an organization to publicize sports and recreational activities and to encourage participation.

Urban living, increased leisure, more sedentary work, a higher standard of living and eating, and the medical assistance to children to survive have all been causes of an increase in sub-health. "It is estimated," he said, "that 34 percent of the male population of military age is unfit for military service, in which case the prospects are not good if an emergency should occur. Then there is the less vital question of national prestige in sports and games."

The Prince quoted United States figures on physical fitness "because I am led to believe that Canadian habits and manner of living are very similar." They suggested that "nearly half the younger population is already in a state of sub-health. I think the root of this problem lies in the state of the physical fitness of the young generations and therefore in the physical education of the children."

The Prince said there is a connection between emotional instability, low physical efficiency, and delinquency. "The lawless and the listless," he said, "are an equal menace. I expect you to give a lead in this matter. I believe you can do this by tackling sub-health and fitness as one of the most urgent problems confronting the medical profession".

"One thing I beg of you—don't go away from here saying, 'This has got nothing to do with me and anyhow I'm fully occupied with curing disease,' because you know it isn't true."

—David Spurgeon, Globe and Mail, Toronto, July 1, 1959.

Cover:
Gowned in the Robes of Chancellor of the University of Edinburgh, H.R.H., The Prince Philip, Duke of Edinburgh, is shown immediately following his installation as President of the Canadian Medical Association. With the Duke is his Deputy, Dr. E. Kirk Lyon, Leamington, Ontario.

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1959 - 60

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The Canadian Association for Health, Physical Education, and Recreation is a voluntary, non-profit, professional Association dedicated to raise Canadian health, recreation and physical education standards. The Association seeks to promote the professional growth of its members, to foster the exchange of ideas, and encourage research. The Association further undertakes to cooperate with other organizations concerned with the total fitness of the Canadian people.

Editorially Speaking

By
JACK PASSMORE
Chairman of Publications

When our national association was organized nearly thirty years ago, our founders recognized that some kind of professional publication was needed, so a modest little bulletin was produced and circulated to a small and widely scattered membership.

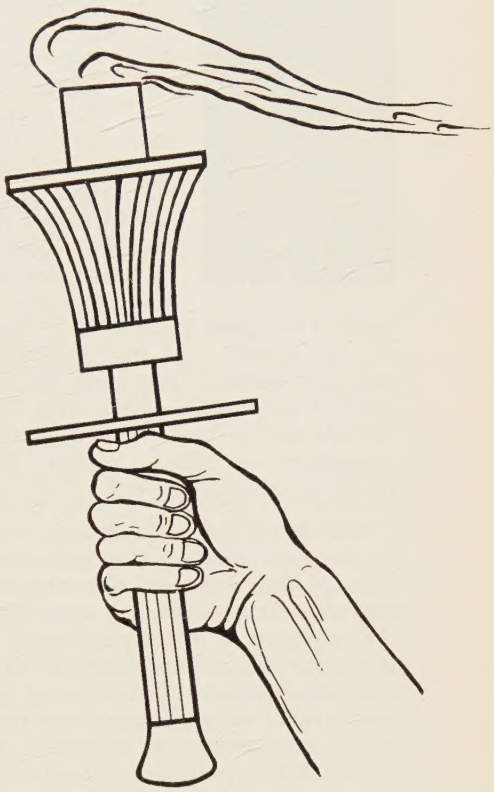
This publication was largely the work of one dedicated member who laboured under great difficulties. Articles of general interest were difficult to obtain, editorial assistance was almost non-existent, and financial resources extremely limited. But because this man and a few associates had great faith in the future of the organization the bulletin continued to appear.

In the years that followed our membership slowly increased and the format of the publication was changed on several occasions. Efforts to obtain advertisers were largely unsuccessful. The content of the bulletin was altered to keep pace with basic changes in the constitution of the association.

About ten years ago printing was discontinued because of financial difficulties and the Journal appeared in mimeographed form. However, more material became available for publication and the quality of the articles submitted improved considerably. The responsibility for its production and distribution was shared by people living hundreds of miles apart. But C.A.H.P.E.R. members received the Journal with more regularity.

A New Journal Planned

At a highly successful convention held in Halifax a new Executive persuaded the Association to embark on a plan which many regarded as visionary and impracticable. That plan was to print and distribute regularly a completely professional Journal. It would contain informative articles of interest to our entire membership. Photographs and illustrations would be used extensively. Advertising would be solicited much more aggressively. The higher cost of publication (it was fervently hoped) would be met by additional subscriptions and greatly increased advertising revenue.



"To you we throw the torch; be yours to hold it high!"

Only those members of the Executive closely identified with the production of the Journal during the past two years have any conception of the enormous problems involved. But the first issue of the new Journal was received with a great deal of enthusiasm from coast to coast. Subsequent issues stimulated increased interest in the Association by old and new members. All doubts and misgivings were replaced with a feeling of pride that here was a publication worthy of our profession.

(Continued on page 7)

The President's Page

By

GORDON A. WRIGHT

In Volume 24 No. 2 of this Journal, Dr. Van Vliet stated that the honeymoon was over. There can be no doubt about the truth of this statement as the Conference in Edmonton witnessed the birth of our youngest child—"a head office and part-time Executive Secretary". This added responsibility means that we, the members of this Association, accept the challenge and must see that this child is nourished, clothed and developed. We are now a family with obligations and responsibilities which require direction, planning and budgeting.

Although I have the honour of sitting at the head of this family table of Health, Physical Education and Recreation workers for the next two years, I must depend on the acceptance of responsibility by the Executive Officers, the Board of Directors, the Representative Council, and you, the members, to offer guidance and leadership which will provide a service to improve Canadian programmes of Health, Physical Education and Recreation.

To achieve success in our chosen areas we need team work, objectives clearly stated, criteria for assessing our work in the light of the objectives, good public relations and plenty of hard work. No one professional person can hope to carry out his role in the community and keep abreast of the rapidly changing needs, the research and progress made across Canada and in other countries, and the work of other professional groups which have an interest and a contribution to make to the physical, mental, social and moral development of children.

Never has there been so much emphasis placed on fitness by industry, by the lay public and by professional people in the medical field. Have we failed to meet our objectives or can we not stand up to the competition of automobiles, television sets, the high calorie diets often enjoyed by boys or the starvation slimming diets of the teenage girls? Have the programmes for boys over-emphasized the highly organized competitive games for the few? On the other hand has the lack of emphasis on competitive programmes for girls produced a pedantic, aesthetic approach that does not challenge and stimulate girls enough for them to want to become teachers of Physical Education?

Are boys and girls leaving our schools with a love for activity that will stimulate them to seek and produce community activities with sufficient variety to meet their needs? This love for activity appears to decline between grades seven and eleven. Have we put too much emphasis on techniques and perfection? Vigorous activity with a purpose has to be experienced to be enjoyed. Excellent paper programmes, excellent facilities and well planned lectures alone will not achieve this objective.

Canadian youth must experience good mental and physical fitness; each must be able to identify his condition when it is below par and know how to improve it. How many of our graduates have this insight?

There is no medium of Education that has such a natural "built-in" appeal to children and youth as activity. Here we have a medium that is capable of achieving many of the cardinal principles of Education that cannot and are not being achieved in any other subject.

The Health, Physical Education and Recreation programmes have to be justified on a fitness objective which gives the individual insight into his own strengths and weaknesses. The excellent teacher will see that through the achievement of this objective the student will experience risk, courage, loyalty, observance of rules, honesty, confidence, winning, losing, re-

sponsibility, good moral and health habits.

When we can identify some of these achievements in our programmes we must not hide our heads under a bushel. The school principals, teachers, parents, board members and municipal councils should be acquainted with these successes. To do this we must use other media in addition to the sports pages.

Many millions of dollars have been spent in equipment, facilities and teaching aids across this nation. Departments of Education have set aside up to ten percent of school time for instruction in Physical Education and Health. Teaching methods have improved. The teachers, members of university staffs and recreation leaders hold the important keys to a successful programme. Have we the courage, the desire, the energy and the wisdom to use the right keys?

Prince Philip, as Lay President of the Canadian Medical Association, has given us a challenge. The Prime Minister, the Honourable John Diefenbaker, has indicated his interest in fitness, and the Canadian Legion is implementing a fitness programme. This Association must be identified as playing an important role in serving the health and fitness needs of our nation. Each professionally trained person must devote some time to helping interested organizations in his community.

I trust that members of the Board of Directors will carry on the work so well initiated in the West, for the benefit of Canadians.

EDITORIALLY SPEAKING—

(Continued from page 5)

It is felt by long term members that a turning point in the affairs of our Association was reached at our last convention held in Edmonton in June, 1959. The Convention itself was one of the best ever conducted from every point of view. The executive that dared to achieve the impossible relinquished their offices after two years of devoted service. The new Journal is symbolic of what they and their predecessors have accomplished.

Your new editorial committee would like, particularly, to express a sincere word of gratitude to Don Smith and Al. Affleck who charted the course and guided the destiny of the new Journal. At the same time we would like to acknowledge the efforts of all those who have gone before—men like Reg. Blackstock, Stan Rough, Earl Zeigler, and Jack Langs—who have kept our lines of communication open throughout all the difficult years.

To those of us who follow in their footsteps they "have thrown the torch". Inspired by their accomplishments we accept the challenge, "be yours to hold it high".

Much has been accomplished! A great deal remains to be done! A new day is dawning in the affairs of our organization. May we keep faith with those who have contributed so much in the past by dedicating ourseves to the task of building a truly national organization — representative of all people working in the field of Health, Physical Education, and Recreation.

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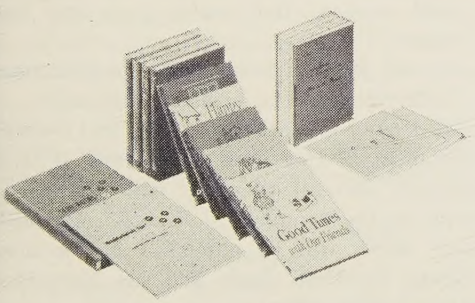

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CONVENTION HIGHLIGHTS

"Trails To New Frontiers"

In this issue we are including some of the convention highlights. As the complete proceedings of the convention are being published separately, we have taken many editorial liberities.

An attempt has been made to summarize as many reports and addresses as possible. We regret that space would not permit us to include a number of excellent articles. Their omission is merely an indication that they were considered too important to abbreviate.

It is extremely difficult to tell the whole Convention story in this manner:

—to describe the wonderful Western hospitality provided.

—to relate the competence of the speakers and discussion leaders.

—to talk about that feeling of fellowship that gradually developed.

—to reveal what was said in the informal bull sessions that lasted long into the night.

—to tell of that sense of accomplishment that followed the business sessions.

It is our hope that the articles and reviews contained in this issue will prove of such interest that all members will purchase a copy of the complete Convention Proceedings which will be published in the near future by Vern. Rose and his Edmonton Branch Committee.

OUR PAST PRESIDENT REPORTS

By
DR. M. L. VAN VLIET
School of Physical Education, University of Alberta

The past two years may not be the most fruitful years of the Association, but they certainly have been two of the most exciting. This period has seen the complete new format and structure of the Journal. Membership has risen to almost the one thousand mark hoped for. Much more advertising has been sold and there is more promised in support of publishing the Journal with both content and appearance at the highest level. The part-time services of a paid executive secretary now seem to be almost a reality. The first major publication of the Association besides the Journal is about to come off the press. A constitution committee has worked long and hard in the revision of the association's constitution to bring it up to date and be realistic in terms of current objectives and developments. The Province of Ontario has begun to raise its sleepy head in anticipation of taking on some of its responsibilities for national progress. These and many other accomplishments and happenings have made the past two years a memorable one in the minds of the Board of Governors and of your president.

Your president was happy to represent you at the American Association for Health, Physical Education and Recreation Convention held the latter part of March in Portland, Oregon and, while your senior officer has given several addresses on your behalf over the past two years in Western Canada, the decision was made not to travel to Eastern Canada in order that the new Journal might be supported and financed with sufficient issues to make it really worthwhile and truly professional.

GOOD COOPERATION FROM EXECUTIVE

It is indeed a pleasant privilege to acknowledge the efforts of the three vice-presidents of our association. With Miss Elsie McFarland living in Edmonton, it was possible for us to confer regularly. She has never let us forget her Division even for a minute. This was certainly a great help to the association and to the executive. Dr. Davidson chaired the eastern section meeting of the Representative Council in May of 1958 and has been actively engaged in his executive capacity. Dr. Howell has done so much beyond the normal call of duty that one hardly knows where to begin in terms of commending him. He has not only served as Vice-President for Physical Education of our association, chaired the Committee of Advisory Services to student branches, and the Committee for the Tests and Measurements Publication, but has also chaired the Constitution Revisions Committee. I owe these three people much and I am more than happy to acknowledge their fine work during the past two years.

I would like to offer a special word of praise to Dr. W. D. Smith, Chairman of the Publications Committee and to Mr. A. F. Affleck, Editor of the Journal. These two have toiled long hours to make the Journal successful through their efforts to publish worthwhile articles and get our publication out on time. Mr. Affleck has been meticulous in his efforts to keep the standard of the Journal at the highest possible level. Between them, these two gentlemen have been almost solely responsible for the editorship and publication of the Journal over the past two years. Miss Pat Austin and a local Edmonton committee have been responsible for mailing each of the issues and they are to be congratulated for their very fine efforts.

I would also like to personally and publicly thank Mr. Jack Wilkie, our national Treasurer, and Miss Freda Wales, our national Secretary, for their very capable assistance. They have done a most energetic job under rather trying geographical conditions.

Dr. John Meagher's interest and aggressive action in the direction of establishing closer unity amongst the universities across Canada, with particular emphasis on teacher education, has been very noteworthy and I'm sure will bring most interesting results in the future. It is safe to assume that four or five of your association's most pressing issues appeared consistently so important and so time-consuming that many of the lesser duties of the president's office have not been completed and in many cases have not been attempted. I am sure that this same sense of urgency will face your new executive, but I sincerely hope the members of our association will be able to give direction to the new executive at the convention in such a way that they may very quickly and efficiently solve most of the important problems relative to the issues that have troubled us during the past two years.

I see no reason for dwelling on the past or enumerating the accomplishments of your president and executive since June of 1957. Perhaps the best that can be said of the past two years is that your executive may have set the stage for some radical changes in terms of necessary re-organization of the association, thus allowing the Canadian Association for Health, Physical Education and Recreation to go forward as a unified professional force in Canada's development.

RECOMMENDATIONS FOR THE FUTURE

Some of my hopes, prophecies, and recommendations for the next two year period follow:

We all must appreciate that we cannot return to a mimeographed publication. The Journal must be published in its present form at least eight times per year.

Advertising must be sold so that there is a profit of at least $3,000.00 per year. This should be developed and extended over the next two to three years until advertising brings in a basic revenue of at least $5,000.00.

Membership must be actively recruited through better co-ordination between the Membership Chairman, the Treasurer, the Publications Committee and the Executive Secretary. People should be billed when their membership expires, their Journal should be correctly addressed and received on time and potential members should realize that their membership extends one year from the time that their fee is first received by the Treasurer.

It is imperative that a part-time Executive Secretary be employed at once and the aim should be a full-time Executive Secretary with a properly competitive salary just as soon as the advertising and membership fees will permit.

We must explore the whole area of special publications both from the standpoint of professional contribution and potential revenue.

Off-year provincial conventions should be considered by those provinces and/or areas that do not currently have such meetings.

Certain committees should be deleted from the constitution and others formed in terms of current pertinent problems.

A special committee should be formed to place the Journal as a library subscription into every library of a North American College offering teacher education in the fields of health, physical education and recreation.

A standing committee on constitution revisions should be an active continuing force and as such should be regularly appointed every two years.

The fee structure should be revised upward but great care should be shown so as not to make it prohibitive for some of the younger people coming on in the profession.

It is with great humility and sincere appreciation that I say "thanks" to all my executive and to each and every member of the association for the delightful co-operation and support I have received during my term of office. I know this association is on the threshold of a significant expansion and development which will very soon provide accomplishments which will not only be significant to the people of Canada but will warrant and receive national recognition as the work of a highly respected and productive professional association.

I wish you all, executive, Board of Governors, Branches, and members at large, God's speed and good luck toward a most successful future.

TRENDS OF THE TIMES

By
DR. A. A. ESSLINGER
President, American Association for Health, Physical Education and Recreation

"The present lives and future fortunes of every American man, woman and child are directly and immediately affected by the gigantic technical strides of the past few years. Whether we know it or not, whether we like it or not, the daily life of each of us is being changed—and is destined to be changed far more—by events taking place in laboratories and factories across the land."[1]

What are the roles of health education, physical education and recreation in this kind of world? Are these programs rendered obsolete by the enormous technological advances? It seems to this observer that as he contemplates the present and emerging future that our fitness objectives are still valid — in fact, are probably even more important than they have ever been in the past. I should like to develop this point briefly for each of our three areas.

HEALTH EDUCATION. The importance of effective health education in our schools was never greater. Several reasons can be advanced in support of this contention. Firstly, the subject matter involved in health education is increasing by leaps and bounds. Our knowledge in every aspect of health has accumulated to such an extent that our textbooks for secondary school and college youth have doubled in size in the past 20 years. The vast amount of research is producing new knowledge at such a rate that our health textbooks must be revised every two or three years or they become hopelessly out of date. And with each revision they become larger.

Secondly, the shift in the kinds of conditions that are the major causes of disability and death places a far heavier responsibility upon health education. We have made great progress in conquering communicable diseases. These had a single direct cause — a bacterium, virus or other pathogenic agent. Because of this fact, it was possible to develop a specific preventive or control measure. When there was clear and conclusive evidence that a particular disease was due to a single cause and that a specific action (vaccination, elimination of mosquitos, or a drug such as penicillin) would prevent it, the educational task was easily defined and in many situations not too difficult.

A third reason why health education has become more important than ever before is that we have overwhelming evidence of its need. Our people do not begin to live as healthfully as they know how to. How do we explain the phenomenon that over one-fourth of the population under 20 have not had a single injection of polio vaccine despite its proven success. Less than one-half of this age group have had all three shots and only one-third of the people over 20 have had shots.

Fourthly, health education has a challenging responsibility to help people to adjust to change. Scientists have predicted that "by 1982 cancers will wither under chemotherapeutic agents, the killer called hypertension will yield to a chemical cure, arteriosclerosis will no longer strike men down in their prime. Rheumatic heart disease and chronic nephritis may be as rare as smallpox is now. The children of the near future are due for shots against mumps, measles, and

[1] **Life**, October 7, 1957. p. 80

a host of respiratory disease, a chemical basis for mental disease will be discovered and an antidote manufactured against it."[1]

Finally, another evidence of our need for better health instruction is seen by an apparent increase in the many misconceptions which are held by our people. The following quotation from Dr. Steinhaus is pertinent:

"We are advised to
Wake up with Caffeine
Keep going on Nicotine,
Move bowels on Serutan,
Kill pain with aspirin,
Stay alive on Geritol,
Drown worries in alcohol,
Grow slender with effortless Ella,
Adjust the stomach on Tums,
Lift your arches with steel,
Hold your belly with a three way stretch,
Write examinations on Benzedrine,
Quiet tensions with tranquilizers,
Dispel nagging backaches with kidney pills,
Go to sleep on barbiturates,
Start the new day with bubbling alkalizers to get rid of yesterday's brown taste
To make room for today's."

Can anyone doubt that health education is becoming increasingly important?

RECREATION. This changing world has equally great challenges for recreation. The following story out of Long Beach, California illustrates just one facet of why recreation is destined to play a role never before approached!

> Scientific advances should increase the average life span to 100 years over the next quarter century, says Louis Kuplan, an expert on the aging. He told the California Association for Health and Welfare that the work week would be reduced to 25 hours and the great increase in leisure and retirement time would bring sweeping changes to the world.
>
> The period of retirement will become a time of challenge and opportunity when the individual can pick up the unfinished business of life and finish doing the things he dropped when he entered the labor force.

The reason for the great increase in leisure is our technological advancement. Today we produce more than three times as much per worker in a 40 hour week as our grandparents did working 70 hours per week a century ago. This means that the average output per man hour for the economy as a whole is six times what it was 100 years ago. By 2050 we should be able to produce as much in one 7 hour day as we now do in a 40 hour week.

The amount of leisure available to people with a 25 hour work-week and who have 35 years of life beyond retirement is simply fantastic. Further, the field of medicine expects these oldsters to be much healthier, stronger and more vigorous than they have been previously.

It hardly seems necessary to elaborate further on recreation's increasing importance in the years ahead. However, other significant factors demand attention. We are experiencing a population explosion. Because of increased birth rates, lower maternal and infant death rates and improved health care of all ages our population in America is increasing at a rate of 3,000,000 per year and by 1982 will be 250,000,000. We shall have imbalances within the age groups. In 1982 we shall have over 100,000,000 under the age of 20 and 25,000,000 over 65 — almost double the number today. There will be 3,500,000 more women than men.

A big problem will be disappearing play space. Communities must pay a lot more attention to establishment of parks, playgrounds, indoor recreational centers. New national parks will be designated. Waterfront land along the ocean's shores and lakes and rivers will be at a premium, if any is left.

In addition to these other factors life has enormously speeded up. The tempo becomes faster and faster whether it is at work, driving a car, flying jet airplanes, or whatever one does. Tension and pressure are increasing — opportunities for calm, relaxed, leisurely living must be found in one's free time.

All of these factors combined — the enormous increase in leisure, the huge growth in population, crowded cities, less open space, and speeded up work conditions all spell a future for recreation compared to which our efforts today have just scratched the surface.

PHYSICAL EDUCATION. It is no exaggeration to say that never, during time of peace, has physical education in our schools

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[1] The Changing Times. The Kiplinger Magazine, June, 1957, p. 3.

been as important as it is today. The reason is that its relationship to the health, vigor and vitality of our people are becoming more and more dependent upon it. Physical education makes two significant contributions to health. The first of these is to mental and emotional health. The medical profession and the general public recognize the necessity of balancing work activities with wholesome recreation. The student as well as the business and professional man needs relaxation and relief from worry and tension. One of the most valuable and popular ways to recreate is through sports. The desirability of a change of pace from work activities to tennis, swimming, golf, handball, badminton, skiing, and the like has been an important justification of physical education for the past 25 years.

However, physical education has another equally important contribution to make to the health and well-being of our people—young and old alike. It now represents the best way to put exercise back into our lives. Mechanization and labor-saving devices have virtually eliminated the physical effort involved in work of every conceivable type even including that of the house-wife and the children about the home. Our modern transportation has almost made the use of our legs a lost art. Who would have believed 25 years ago that parking for student cars would have constituted a problem for school administrators? Human immobilization has even reached the extent that we now ride in electric golf mobiles when we play golf. It is astonishing that some people have even surrendered to automatic TV station changers.

This generation of the tallest, heaviest, and most nearly disease-free youth in all history is being subtly victimized by an age of mechanization, standardization, specialization, urbanization and materialism.

Little wonder then that President Eisenhower became aroused about this problem and established the President's Council on Youth Fitness three years ago. This Council is composed of five secretaries of his Cabinet, a Civilian Advisory Committee, and an Executive Director and staff.

As serious and as handicapping as the unfitness of our youth is, the problem becomes accentuated as they grow older. In the past 10 years a vast amount of scientific evidence has been accumulated which clearly establishes the hazards of a sedentary existence to one's health. The detrimental effects of physical inactivity have reached such proportions that it has been found necessary to coin a new term—hypokinetic diseases—to designate them.

Some people disparage exercise. They rationalize that muscular function has become largely superfluous in our way of living and loafing. However, regardless of what view one may adopt in this matter, there remains the widely ignored fact that, if not the gastrocnemius or the biceps, one unique muscle, the myocardium cannot be put safely to permanent relative rest and thus made incapable of coping with acute demands to which even the most civilized physical loafer is occasionally exposed.

The human erosion which is occurring because of our sedentary propensities has significant implications for our schools. Everything which our secondary schools hope to accomplish with boys and girls is related to their health and vitality. Their success and happiness in life after school

(Continued on Page 18)

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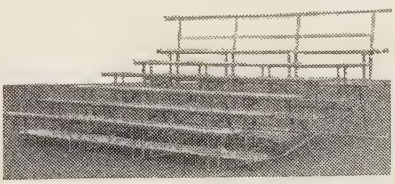

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THE PROBLEMS OF SUPERVISION

Chairman: MR. JOHN MAYELL

Mr. Gordon Wright, Director, Physical Education Branch, Department of Education, Ontario, introduced the topic of supervision by stating that the purpose of supervision was to help attain the objectives of Physical Education and education in general. He mentioned some factors affecting the supervision of Physical Education which have arisen recently. Among these were:

1. **Decentralization** — Principals are now given increased responsibility in supervision. Two problems arise — how to get the principal to accept the responsibility and how do we equip the principal or inspector for the task?

2. **Evaluation** — Due to larger salaries of both teachers and supervisors the public is becoming more critical. Supervisors must set up objectives and criteria for judging results and must be more critical of teaching practices.

3. **Medical Interest** — Medical people are becoming more aware of physical fitness. Physiologists are learning more about the relationship between fatigue and the potential, the individual. (Supervisors should do more reading). This means that there should be a closer liaison between the professional Physical Educationist and the medical profession.

4. **Balanced Programs** — Any improvement of program at elementary school level requires adjustment and a greater challenge at secondary level. Secondary schools must build on (not duplicate) the elementary program.

In the discussion that followed, these problems were brought out:

1. How do we get supervisory personnel (principals, etc.) to supervise and how can we help them?

(a) Counteract the idea that Physical Education is on a pedestal — that P.E. supervision requires specialists and the opposite that a staid, mature person is above measuring a broad jump.

(b) Use of an evaluation or check list has some good effects.

(c) Require that principals supervise and observe all classes in the fall in all subject areas. When a P.E. teacher is taken to observe another class, suggest that the principal take over his class. Encourage principals to attend in-service classes.

2. In-service Training

(a) Very few, if any, universities offering evening classes include physical education. Evening classes clash with in-service classes in some areas.

(b) Some suggested programs were:

i. Afternoon classes (4-5 p.m.) made compulsory for all new inductees.

ii. Evening classes with a registration fee but ½ University credit offered for successful completion. (University credit only to be granted for salary purposes).

iii. One afternoon a month used for all physical education men and women in-service classes.

iv. During spring examination periods, one afternoon for physical education men—next for Science, etc.

3. Need for Women Physical Education Instructors

(a) Consensus of opinion was that men should not teach girls classes.

(b) Recruitment of teachers might be made through summer leadership training camps sponsored by provincial governments.

4. Is physical education required in Canadian schools?

(a) It was found that there was little uniformity in the time devoted to physical education across Canada. An average would be about 2 to 3 periods per week. This was poor in comparison to the time spent in England and Australia on physical education activities.

(b) It was found also that in teacher training, England and Australia, required a three year course for a physical education specialist diploma (22-25 hours a week). They have a choice of applicants also.

5. The Physical Education Teacher in Rural Areas. Extra-curricular activities in "bussed in" areas. Suggested (i) that noon hours be used (ii) that the activity period be scheduled at end of day—buses wait until period is ended.

Early arrivals at the Convention were Gordon Wright, Toronto; Dr. Max Howell, Vancouver; Mrs. A. Landry, Halifax; Abod Ziai, Halifax; Rae Speirs, Toronto; Jos. Landry, Halifax. They are greeted by Robert Routledge, Edmonton, Chairman of the Convention Committee.

FEDERAL AID FOR PHYSICAL EDUCATION AND RECREATION

(This is a report presented by the Calgary Branch to the CAHPER Convention)

1. **Should government take an interest in the fields of physical education and recreation?**

a. A good physical education and recreation program contributes to the overall well-being of every individual. Judging from Canada's showing at the Olympic, Pan-American and British Commonwealth games, it appears there is room for improvement in Canadian athletics. This is not the most important reason for governmental support but it is a publicly known one.

b. The United States gives support to that country's amateur athletics, by constructing facilities, publicizing program and assisting American athletes in touring other countries. Other governments, e.g. England, Russia, support amateur teams in international play.

c. The Canadian Government **could** do and **should** do more for recreational facilities and amateur athletics in Canada.

2. **Our government should assist in the following ways.**

a. Establish a council to act and decide on major problems. Each province should have a member. The council would consider assistance to amateur sport, coaching clinics, and facilities. It would act apart from government but with the endorsation of the government.

b. Establish a fund for the use of the council, to be spent as the council sees fit.

c. Authorize the Defence Department to assist in the transportation of athletes to other countries.

d. Proclaim an Olympic Week to raise funds for the Olympic teams.

e. Remove tariff restrictions on imports of athletic equipment used in education and recreation programs.

The newly formed council might recommend the building of two large permanent establishments, one in the

East and one in the West, for recreation and athletics. They would provide accommodation for coaches' clinics and a site for the Dominion final athletic competitions.

The council would immediately provide assistance for the Calgary Winter Olympic Games of 1968.

3. What steps should be taken to draw these needs to the attention of the government?

a. Print a brochure explaining some of the points mentioned above. Distribute widely, especially to members of parliament.

b. Work through provincial supervisors of physical education.

c. Encourage local CAHPER groups to talk to their elected representatives (M.P.'s), perhaps inviting them to speak at meetings.

d. Send letters to local newspapers. Local CAHPER groups may find sympathetic editors who will help stimulate public interest through editorials.

Once the ball is rolling, it must be kept moving. If it comes to rest, our cause is defeated.

OUTDOOR EDUCATION

By C. R. Blackstock

Outdoor education in varied forms is in operation right across Canada and it has been going on for a long, long time. Historically, the real natives of this country did all of their formal education "on location" — out-of-doors. In recent times there has been renewal of interest in using this all-pervading facility by educators. In Canada our school people have been hesitant and slow to re-investigate it, and hence to fully appreciate its full potential. Good teachers in all subject areas have used field trips, projects and investigations to make learning more vivid, to make experience real, and to make action purposeful.

In Canada there is very little school camping being done as yet. In Ontario schools some four projects have been initiated. Of these, two have been continued, one with an elementary school group, the other with a grade nine group.

Organized summer camping for children is some fifty years old in the east. These camps have a variety of purposes, the best of them contributing positively to the education of children and adolescents.

The Ontario Department of Education has two unique camps for high school students, each contributing to the development of the leadership potentials of the boys and girls who are selected to attend them. At Bark Lake future camp leaders are trained. At the Athletic Training Camp, Lake Couchiching, grade eleven students receive leadership training for the physical education program in schools and recreation centers. Provincial and National Parks make real efforts to facilitate camping. In Ontario the Department of Lands and Forests has done, in recent years, a great deal to increase the number of camping areas. Most of these are small in size but quite close to centers of population. From the educator's point of view an especially interesting development is the establishment of museums at a number of camp sites.

Conservation authorities are beginning to take an interest in camping and outdoor education. One group outside of Toronto is busy working on plans of a building for year 'round use by the schools. The Toronto Board of Education has taken over a site on one of the islands in the harbour for an outdoor education center. At the appropriate time this plan will be implemented.

It would appear that the work camp has not been used in Canada. This is a very effective experience in group living centering around a purposeful worthwhile project.

Outdoor Education and Camping need no defense, no justification. Educators generally need to sensitize themselves again to the unlimited possibilities that are available to us all, here among the hills, the valleys, and the plains of our homeland, for thrilling, color-packed education that is adventurous and zestful.

DRAMA FOR CHILDREN

By

MR. BRIAN WAY

Director, London Children's Theatre, London, England

The word drama is from a Greek word meaning "I do" or "I struggle". That is exactly what young children's drama means. They practice and become skilled. The main thing they practice is living — all aspects of it. Drama is a fundamental to Health, Physical Education and Recreation.

I would like to spend some time tracing the functions of drama in small children. I was interested to hear from the Recreation Department that at this time of the year they have a large number of pre-school children in their playground programmes. Many programmes we are concerned with for young children do get under way from the time they go to school. A child arrives at school as a person and it is difficult to know where this life began.

Once I attended a conference called "The Responsibility of the Universities to the Theatre". The one thing that emerged clearly was that a few of the professors believed that life does not begin until you arrive at the university! Exactly in the same way a chap arrives at school as a person. At six we can change and mould him, but he has done a great deal before he arrives. This is important for us to look at.

Some serious educationalists will not give a full measure of credit to the activity called "play", and we are often not clear in our minds the difference between "child-play" and "child's-play". Also there is a strange confusion between "childish" and "child-like", particularly among parents. But they are not entirely to blame, for we are not doing very much to help them. Parents on the whole do not usually take child-play with any seriousness. Indeed, many of them are simply thankful for the child to "go out of the way and play".

It is very exciting to look at the strange activity going on in a child. We must realize that all this is just as important for the child as what the parents are doing (and perhaps more so!). For young children play is life itself. They state things in play — they think about what they are playing. They prove things for themselves. They do an enormous amount of manifestations of thinking and feeling through play. An enormous percentage of play goes on without anybody teaching them anything at all. Qualities arise as a result of play and these qualities we use in life and in education, but nobody teaches young children how to play. They find out by trial and error.

PROJECTED PLAY

This is exactly as its name implies. The child projects from his mind into objects outside himself and plays with these objects. Very often this play looks confused and constructive. A child may imagine that a tumbler is a rocket and crash it down into pieces in his play. The raw materials of this type of play are earth (or sand, which is cleaner, but does not feel like earth), water (which is very special indeed and which we so often only make special as a cleaning activity), paper, string, in fact, all the stuff which we often discard or do not pay attention to. We so often clutter up our children with exquisite manufactured articles which they do not enjoy and cannot manage. If we give a child a hunk of wood he can do so many things with it, can turn it into a thousand different things like boats and bombs and airplanes.

The important factor of this type of play is that the child learns to concentrate. If we are teaching 6-year-olds, how much we rely on concentration in the child. Where has this concentration arisen from? It has arisen from this aspect of the child's play. If the child has got no concentration, it has very probably arisen from too much respect on the parents part for time and time-tables. We must, of course, be reasonable about time, children must fit in to our time-table. But in our adult life we are always asking for a few minutes to finish off some job or leave something in order. We must grant the same justice to children. If a child is constantly asking "What can I do now Mummy?" it is because his concentration has been constantly interrupted by too much attention to timetables. Consider how much health is undermined by inability to settle with concentration at a simple task for very long. Bertrand Russell said that in our

modern concern always for the "next thing" we have lost our capacity to enjoy the "here and now". If concentration is undermined, the "next thing" becomes the dominant feature.

PERSONAL PLAY

This involves the whole child. Instead of projecting into another thing the idea of, say, a rocket, the child himself becomes the rocket. This leads to noise, activity, crashing, banging. Nobody likes this type of play and we crush it as soon as possible. In fact we seem to have had an international campaign for stamping out all this play. The extraordinary thing is that nobody taught it to the child. It starts when the child first discovers it can walk on its own, then run, hop, skip, etc. It enjoys these activities and we can not be surprised if it practices them. We are not surprised if a man plays golf once a week, when he has first discovered golf, and we should not be surprised that a child runs and skips and crashes about when it has discovered the ability to do this. The only person responsible for it is our Creator. Everybody, even the sick or crippled, does it to the best extent it can. This activity is the root of drama in children's lives. Because of this I make the claim that every single child in every schoolroom in the world can do drama. I believe it is incumbent on our teaching profession to give opportunities for them to do drama. The core of this kind of play is the sincerity with which the child attempts to do things and with which it looks at what it has done. The core is sincere endeavour and sincere execution. The child puts all of himself into it to the exclusion of everything else.

The important point is that there are two kinds of play. They are born into each child. The child tries to find a balance in using these two types of energy. At a party children will, after a period of boisterousness, sit quietly for a while. The parents should not immediately start fussing about the party "going flat" and trying to start up some games. The children will, if left alone, soon start being boisterous again. They are simply using their two types of energy. Scholastically it is exactly the opposite. The children use their concentration almost entirely, except for a short period in the playground when they are allowed to "let off steam". This in itself is an admittance that they need the two types. Slade says "Man is happy or unhappy insofar as each individual finds for itself the right admixture and balance of these two ways of using energy".

TRENDS OF THE TIMES

(Continued From Page 13)

depends to a considerable extent upon their fitness. It is indeed tragic when individuals cannot achieve to their full potential because they lack the strength and stamina to do so. It is even more tragic when men and women who have achieved success but whose lives are cut short by illness which could have been prevented. It doesn't make much sense to put so much effort and money into preparing fine scientists, doctors, lawyers, musicians, journalists, business men and the like and then fail to provide them with the means and incentive to remain fit and healthy.

The solution to this problem rests largely with our school health and physical education programs. All of our labor-saving devices and modern conveniences have placed a far heavier responsibility upon school physical education. For all of our youth it represents the best hope to develop the interests, skills, knowledges and attitudes in regard to physical activities which will culminate in a strong, tough, fatigue-resistant physique which will be able to bear up under the stresses and strains and softness of our space age. The facts are that physical education is capable of adding years to life and life to the years.

The responsibilities which physical education faces call for infinitely better programs than are generally found today. It must be made effective in the lives of boys and girls both now and in the future. Exercise and physical recreation become more necessary as one grows older. How to teach secondary school boys and girls so they will be motivated to maintain their physical fitness all of their lives is the challenge which confronts physical educators.

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THE "R" IN CAHPER

A Panel Discussion

Chairman—C. A. Barbour, Winnipeg. Members—Miss N. Cannon, Montreal: K. L. Young, Ontario; E. W. Stinson, Sask.; G. Squire, British Columbia.

Mr. Barbour first outlined what had been done to date in conferences, courses and surveys.

Miss Cannon presented an outline prepared by the Greater Montreal Branch of CAHPER that dealt with five main topics:

1. **Why do recreation personnel join CAHPER?**
   a. The need to belong to a national professional organization.
   b. A means of keeping in touch with others in the field.
   c. A way to keep pace with new trends.
   d. A realization of the importance of Health, Physical Education and Recreation working together.
   e. A method of keeping tab on resources.
2. **Why do recreation personnel NOT join CAHPER?**
   a. They know little about the organization.
   b. There is nothing offered other than the magazine.
   c. Other organizations provide more adequate services.
   d. Programs are largely those of physical education.
   e. A belief that Physical and Health Education people do not regard Recreation personnel to be at the same professional level.

   What do recreation personnel expect of a national organization?
   a. Continuous work in establishing recreation as a profession.
   b. Establishment of standards in training, program and facilities.
   c. Research (program, trends, mental and physical fitness).
   d. Public relations stressing the importance of recreation.
4. **Does or can CAHPER serve these needs?**

   No. If recreation is to allow opportunities for people to have fun and to be more healthy both mentally and physically, let us not sit on separate fences, with other existing organizations, but try to meet half way.
5. **Where do we go from here?**

   The "R" should stay in CAHPER. It is the only organization where school personnel and recreation personnel can get together. Let's strive to unify ourselves nationally.

Mr. K. L. Young presented the ideas of the Executive of the Society of Directors of Municipal Recreation of Ontario. They were not necessarily his own thoughts on the subject.

1. *What do recreation personnel expect of a national organization?*
   a. Comradeship and fraternity.
   b. An exchange of ideas.
   c. Conferences and seminars.
   d. Establishment, maintenance and raising of standards.
   e. Development of a professional attitude.
   f. Research.
   g. Surveys and study of legislation.
   h. Maintenance of a code of ethics.
   i. Establishment of relationship with national bodies in related fields.
2. *Does or can CAHPER meet these needs?*

CAHPER does not place enough emphasis on recreation and therefore does not meet its needs. The foregoing opinion however does not preclude the possibility of any reasonable suggestion being adopted as a course of action.

Mr. E. W. Stinson reported on the meeting of recreation workers at Banff, last October, where they discussed Expanding Horizons in Recreation.

1. Recreation workers should be active *NOW* in encouraging governments at all levels to develop a role in recreation.
2. Recreation workers should take a look at themselves and their province with regard to opportunities, and also take a good look at what they are doing.

Recreation is a new field. Recreation workers have not found, as yet, where

they fit in the national picture. The secretary of the Canadian Parks and Recreation Association, Jack Staples, in his address, left most of us with the feeling that in the Parks and Recreation Association there was a place for municipal recreation. From the standpoint of provincial development and growth of a professional association across Canada, most of us were inclined to think of CAHPER. A resolution was passed suggesting to CAHPER and to the Canadian Parks and Recreation Association that they investigate the possibility of holding their national meetings at the same place and at about the same time. It would give recreationists a chance to take in both conferences and to take an active part in another organization.

Mr. G. Squire had sent a questionnaire to the members of the B. C. Recreation Branch of CAHPER. He reported the replies received as follows:

1. **Do you feel there is a need for a strictly professional recreation association?**

   Yes. Entrance into the profession should be based on training and experience as well as on an examination.

2. **Should such a professional body remain aligned with CAHPER in the present structural form?**

   Yes, provided some changes be made, e.g. CAHPER to become a strictly professional organization.

3. **Should we have nationally, one professional recreation body?**

   A national body developed over a period of time as each province develops its own lay and professional association would be of value to recreation generally.

   Professional provincial bodies should be developed across Canada, then later a professional body on a national scale—a modified form of CAHPER.

4. **Should CAHPER be re-organized?**

   The division of Health, Physical Education, and Recreation into district individual associations, as proposed by Marshall Smith, has real merit. These individual associations should be professional in nature.

5. **Should the professional recreation body be all inclusive in its memberships?** Yes, this body should be concerned only with the professional implications of the group as a whole. The B. C. Recreation Branch of CAHPER strongly recommends that steps be taken to develop a distinct, professional recreation association on a national, provincial and local level, and that attempts be made to unify all existing "recreation associations".

Mr. Young was asked to comment on the above. He suggested recreation is trying to run before it has learned to walk. It is designed to be the "tail-end" of both the Parks and Recreation and CAHPER organizations. He was just a little concerned about tying recreation nationally to either of these two existing bodies.

WOMEN'S ATHLETIC COUNCIL

By Miss Jean Forster

During the Edmonton convention three sessions of the Women's Athletic Council were planned and chaired by members of the Edmonton group. The first of these was a well attended luncheon meeting when Miss Iveagh Munro of McGill University delivered a very thought provoking talk on standards in girls athletics. At the second and third meeting reports were given by different groups in an attempt to formulate a set of standards for girls' athletics which would be uniform across Canada. Further study is necessary before this project is completed.

Freda Wales of Halifax was appointed the new National Chairman, with a chairman from each province to assist her. A national chairman was also appointed in each of basketball, volleyball and swimming.

It is hoped that through the pages of the future journals, the committee will be able to disseminate interesting news and information regarding girls' athletics across Canada.

OUR PAST PRESIDENT, Dr. M. L. VAN VLIET, was chairman of the session at which the Honour Awards were presented. The following citation was read by Miss Iveagh Munro, in presenting a much coveted award to Mr. Rae Speirs.

"**Norman Raeburn Speirs**, for these many years, you have been recognized by your fellows as a teacher, one who has ably demonstrated that teaching is an art. In the classroom, on the playing fields, in the lecture halls and in the Councils of the professional organizations your quiet, informed and mature guidance has helped a host of boys and girls, teachers and administrators.

"Your pioneer work in Health Education has done much to establish the subject in the curriculum of the nation's schools. Through your writing of textbooks and instructional material you put in our hands the tools with which to improve the quality of Health Education in our classrooms.

"Membership in provincial, national and international organizations in Health Education, Physical Education and Recreation has given you media to extend your influence. Especially in the field of Health Education have you been recognized and honoured by being elected a Fellow of the American School Health Association.

"You have been constantly underlined, for those with whom you work directly, and for those who have read your articles and books, the inseparable nature of Health and Physical Education. Through this emphasis you have, in your quiet way, added greatly to the stature and strength of the organization which takes pride in honouring you today.

"On behalf of the Canadian Association for Health, Physical Education and Recreation, it is my privilege, Norman Raeburn Speirs, to present to you the Honour Award of the Association."

CAHPER CONVENTION HEALTH SECTION

Three special sessions dealing with Health were included in the program of the Edmonton convention. All of the papers were well presented, and the subject matter was both informative and controversial.

The following are some highlights from the Health sessions and some of the resolutions put to the convention:

KEEPING UP-TO-DATE ON HEALTH PROBLEMS

Chairman — Mr. E. Abbott
Assistant Director of Health Education,
The Saskatchewan Dept. of Public Health.

Mr. Abbott related his topic to the "practical aspects of Health Education". He was particularly concerned with the negative attitude toward health which seems to exist in our society. He stressed the fact that home, school and community cooperation is essential to the promotion of good health. He said that we must shape health education to the cultural patterns of our society. In part, Mr. Abbott said the following:

"Lack of good health, or illness, has long been a prime concern of man. Good health has not had much attention and as long as man has been able to function adequately with no symptoms of illness or loss of function he has been quite happy and unconcerned over the state of his body and mind.

But the awareness of weakness, or pain, or signs of malfunction always brought into focus the value of good health. Vigor and strength became valuable only when it seemed that there was danger of losing it.

To draw an analogy — today in this country man has freedom and liberty far beyond even the dreams of people in some parts of the world. And yet it seems to have no value until it is threatened.

It may well be that this lack of concern for health when we are well is a cultural pattern. If it is a part of our culture, it will be very difficult to break down. Cultural patterns are very resistant to change and it is very difficult to replace these age-old concepts with new and better concepts. Cultural patterns — beliefs, superstitions, mores, traditions, religious beliefs — all these may play a part in our thinking on matters of health.

Medical teams of the World Health Organization, working in some of the less technologically developed countries, have made little headway because cultural preferences and taboos have a great influence on native diet habits. It has been found necessary to study the cultural patterns of the people and to find food substitutes accordingly.

In thinking of our health teaching in this country it is possible that we too should take a look at our own cultural patterns. Perhaps we should ask ourselves what we are practising in the matter of health and why we are doing it. It may well be that we are trying to teach and trying to get our children to practise any number of things that are not consistent with our cultural way of doing things. If this is so, it is highly likely that our health teaching will fail no matter how hard we try.

Our adult education practices may parallel our efforts to influence child health behaviour. If we are working against the cultural habits of our people, we have little chance of convincing the population to adopt healthy ways of living.

So when we ask how we can make health education in schools and in communities more effective, I think we have to look at our whole culture — ask ourselves what we believe about health and see how far what we believe is translated into actual doing."

SCHOOL HEALTH INSTRUCTION

Chairman:

Mr. M. L. Watts, Director of Curriculum, Dept. of Education, Province of Alberta.

Panel:

Mrs. June Frache, School of Physical Education, University of Alberta.

Mr. T. J. Sawchuk, Asst. Principal, Ross Sheppard School, Edmonton, Alberta.

Mr. H. Simonson, Principal, University Elementary School, Edmonton, Alberta

Mr. O. Massing, High School Inspector, Dept. of Education, Province of Alberta.

The following is a condensation of the discussion as recorded by Miss Dorothy Burton, Calgary, Alberta.

Mr. Watts, as chairman, explained that the panel was going to discuss health instruction as carried on in the Alberta Schools.

Mr. Simonson outlined the health program grades 1 to 6 and, briefly, the health units in grades 7 to 10. Health, group guidance

and mental health are incorporated into one course called "Health and Personal Development". Health, as a separate subject does not appear on the time-table for grades 1 to 6. The primary objective is to teach sound day-to-day health practice. Many topics on the curriculum fit naturally into the enterprise program. Others may be dealt with as a parallel activity. In grades 7 to 10 the objectives are more specific in their reference to a body of content material, but again the prime aim is toward functional healthful living.

Mr. Sawchuk outlined the personal development part of the course for grades 7 to 10. Its purpose is to teach mental hygiene and adolescent psychology mainly through the method of group guidance. In general grades 7 to 10, Unit 1 deals with school organization and study habits, Unit 5 with the individual's responsibilities to the group, Unit 6 with the value of the group to the individual, and Unit 9 with selecting a vocation.

Mr. Massing gave his appraisal of health instruction in the schools of Alberta by listing the strengths and weaknesses. As strenths he referred to: a) The program being extensive — thus permitting selection of topics to meet the needs of particular classes. b) The value of topics such as alcohol education, character development, etc. c) Health education as contributing to control of disease and epidemic. d) The health course teaching health practices which students will follow. The suggested weaknesses were: a) The course is too cumbersome. b) Some older teachers feel that more stress should be placed on specific physiology. c) The course has little prestige in senior high schools. d) Some of the personal development topics may cause resentment by the students. e) The repetition of course units from grade to grade tends to kill interest rather than work in a spiralling method as was originally intended.

Mrs. Frache estimated parents' reaction to the health and personal development courses. Most criticism seems to arise from their unfamiliarity with the name of the course. They may be alarmed at topics such as "dating". Some feel that the school is attempting to teach something that is impossible to teach such as "personality." Parents are curious about the marking of health, and some suggest that the health course oversteps school responsibility when such subjects as "alcohol education" are included.

In the discussion which followed, the major concern centred upon the person who is to teach the course. It was recommended that school principals should place the health and personal development course in the hands of teachers who qualify in terms of both training and personality.

PREPARATION OF TEACHERS

Chairman:

Dean H. T. Coutts, Faculty of Education, University of Alberta.

Speaker:

Prof. J. R. Life, Ontario College of Education, University of Toronto.

Prof Life discussed the progress which has been made in the area of health instruction, but stated that many teachers have been missing the basic premise of health education — that health is a way of living and cannot be taught as a set of rules and regulations.

With regard to the role of teacher education institutions in health education he stated:

"I have a firm conviction that the first and most important function of the Professor of Health Education in a teacher education college is to create an atmosphere in which the student can build an existing interest in health education into a very real faith in the value of the work he is to do. Our students come to us with ready-made enthusiasm. We must not dampen their spirits, but must encourage them to discover the ways and means of helping people live a healthier, happier life. We should encourage research and new ideas. We should provide an opportunity for discussion of health problems. We should teach principles of methodology which will promote flexibility. We should stimulate independent thinking and discourage the kind of conformity which makes of health education a set of do's and don'ts". We must create an atmosphere which Dr. Bill Line describes as "free" and Dr. Jack Griffin once called "comfortable" — an atmosphere wherein real interest can be fostered and real learning can take place. And this is not an atmosphere of "laissez-faire" or the "do-nothingness" of extreme progressivism for we must

recognise that learning involves work. It is an atmosphere which has been given the label "democratic" in which teacher instruction is neither dictatorial nor non-existent, and student response is neither couched in fear nor clouded with confusion."

In his conclusion, Prof. Life stated that he felt the major emphasis in health education should be in the area of mental health. He quoted facts published by the Health League of Canada to the effect that mental illness is Canada's greatest single health problem. He charged teacher education institutions to accept some responsibility in this area by stating:

"Surely these facts indicate the enormity of the mental illness problem, and surely the schools of our nation must accept, as part of their educational function, the promotion of mental health. We as teachers of health teachers must accept a responsibility to prepare our students to play a leadership role in this vital function of schools."

Four Resolutions were Formulated by the Health Section at the Edmonton Conference:

1. That teacher education institutions and those responsible for school health curricula enlist the services of the following professions and groups when deciding on health courses of study:
   a) Medical
   b) Psychiatric
   c) Public Health
   d) Nutrition
   e) Lay organizations
   f) Students
2. That teacher education institutions be encouraged to study, teach, and practice methods designed to further achievement of the functional purposes of Health Education.
3. That all teachers-in-training receive some orientation and instruction in school health principles and programme.
4. That teacher education institutions be encouraged to study means of teacher screening which would supplement selections according to Academic qualifications.

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J-5

MR. KEN YOUNG TALKS

ON PROFESSIONAL PREPARATION FOR RECREATION

There is a need, among professionals in this field, for a broader understanding of the purpose and the philosophy of Recreation.

"Recreation" for any person represents the satisfying use of leisure time and thus, in its totality, it becomes a "way of life" that reflects the culture of a country or a region. The 20th century, through mechanization and automation, has multiplied the amount of off-the-job time for people. The biggest present day problem in Recreation is to assure that there is adequate opportunity for the people in a community to use this leisure time in activities which are self-desired and spontaneous but not imposed or regimented.

What then is the responsibility of the professional worker in Recreation?

The major responsibility seems to lie in the area of counselling, assisting, enabling, and specific education related to Recreation in a community. The minor responsibility is in the direct operation and supervision of programme activities. In addition to basic, recreational skills, the professional person needs a knowledge of and ability in the applied aspects of sociology, psychology, pedagogy and group work.

Years of observation and experiment have confirmed that a person who proposes to become a Municipal Recreation Director should have the pre-requisite qualifications of:

1. **Personal maturity** (having outgrown childish ideas and mannerisms),
2. **Liberal education** (entailing a wide knowledge of a variety of subjects — particularly in the Humanities and Social Sciences) and,
3. **Administrative skill** (knowledge and skill in the organization and administration of voluntary groups.)

The high-lights of the Ontario plan for the in-service training and education of Municipal Recreation workers are:

1. an initial acceptance of the fact that the existing workers were a heterogeneous group with little or no specific training,
2. a survey and observation throughout the province to determine the immediate training needs that would form the core of a training plan,
3. the initiation of a three-year training plan involving correspondence plus an annual, one-week institute,
4. revision and amendment of the course in accordance with periodic evaluations,
5. turning over the complete administration of the course to the Extension Branch of the University of Western Ontario. Tuition fees for Municipal employees are paid by the municipality which is re-imbursed in full by the Department of Education.
6. passing the necessary Department of Education regulations to establish interim and permanent certification based on successful experience and the completion of the in-service course.

Note: Standards are being raised continuously with a view to demanding a pre-requisite University degree by 1965.

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Teacher Education For Elementary School Physical Education

By

SHEILA STANLEY

This is probably the first time Canadian physical educators have discussed the elementary school teacher-training aspect of physical education at the national level.

This makes it difficult to find a starting point for our discussion. This work is organized in many different ways. In some provinces, it is part of a university organization: in others it is cared for by a governmental training institution.

Perhaps our common starting point is the certification of the teacher.

Is it true in your area that all teachers-in-training are required to take a basic course in physical and health education?

Is it true that, for the basic teaching certificate, there is no specialization in any subject field?

Is the physical education specialist certificate earned in a way similar to such certificates in other areas for example art, music, primary methods, library, special education?

With your permission, I should like to base my next remarks on a situation as defined above.

Our questions become: (1) What can be expected from the basic course prescribed for all teachers-in-training? Is it being achieved? What improvements can be made?

(2) What is the relationship between the basic course and the specialist courses?

(3) Is there a case for making an effort to achieve radical revisions — or — should and can improvements be made within the existing structure — **or** — is the status quo satisfactory?

In attempting to deal with these three questions one asks oneself, "What are the demands of the job of teaching physical education in the elementary school?" It seems to me that each segment of the school needs to be considered separately.

Primary Grades — Kindergarten to Grade Three

In a very special sense, activity is part of the daily existence of these children. It is a need almost as great as hunger and thirst; and yet it is rarely recognized as such. My strong conviction is that the classroom teacher should take her own children for physical education in these grades. I regard it as the best possible pedagogy that she give them a daily activity period — and, if the mechanics of administration will permit, that the time be adjustable to the needs of the class.

Good primary teachers have a deep understanding of their pupils as individuals. This is a great advantage which I am not willing to see sacrificed in the interest of bringing in a specialist. Such teachers may be somewhat restricted in their knowledge of movement but this can be overcome to some extent through a continuing study of the children in action. I would like to see these teachers study the children constantly, watching their abilities, especially under the stimulus of different types of equipment. I would like to see them accept, initially, each child's effort — much as is done in art — and make the observation of these efforts (to a very large extent) the basis of their teaching. I would like them to know that certainly for five- and six-year-olds, individual work is most natural and that even seven- and eight-year-olds will choose to work in quite small groups. In short, I would like to see them help the pupils to become self-dependent, observant, joyously active rather than require them to conform to external, often adult, standards which constrict their movements and restrict their experience.

From the teacher-training point of view, I think this means going beyond the teaching of a collection of games and dances, the surveying, by means of activity, of suggested activities using balls, hoops, ropes, beanbags, bats, and mats; and the surveying of the possible uses of climbing equipment.

These things constitute the **materials** of

physical education for primary children. Student-teachers certainly need to be made aware of these materials. However, they also need to be made aware of children and "children-in-activity".

It is my personal conviction that it is necessary for the students to observe children in physical education classes; and to practice-teach at this level. I would say that the need for a first-hand acquaintanceship with the primary child is a top level problem at the teacher-training institutions.

I have left unmentioned the obvious need that the student-teacher be given techniques for handling a class during an activity period. I have implied the need of support from such areas as child psychology and general methodology. These are aspects of the work which you may choose to discuss later.

Intermediate Grades

Moving on the intermediate grades four, five and six. I suggest that these children are at an age when they can become extremely skilled personal performers. Some are almost "virtuosi" I don't know what you think as to the need for a specialist in the school to teach these children physical education. Personally, I prefer to see the classroom teacher do the job, **providing** that teacher knows a fair amount about physical skills and human motion. I don't think it is necessary for the teacher to be a skilled coach, or a great performer, but I think he (she) needs to be able to distinguish between efficient and inefficient movement and I think he (she) needs to have a fertile imagination in creating endless game situations which demand skills in varying circumstances and combinations.

From the point-of-view of teacher-training this means that student teachers should

1. know the characteristics of children of this age level. (Supporting fields are psychology, child development and health education).

2. be well grounded in the basic skills (Physical education must assume responsibility here).

3. be versed in the techniques of teaching. (General methodology gives support here: physical education must teach the specific methodology).

4. be acquainted with suitable activities for this age group. (Physical education is responsible for this.)

Can one count on the students entering teacher training with levels of performance or observation sufficient to make them reliable teachers for this grade level? I do not believe we can count on this — for various reasons, among them the range of ages of entering students. I am sure we do not completely rectify this situation during their training period. What, then, can we accomplish?

I would like to think that we are able to give them a basis for starting their teaching: namely, methods of organizing their pupils in a great variety of ways and for different purposes; a fairly clear understanding of our aims and objectives; an enthusiasm for the values of physical education to the child; some increase in ability for skill teaching; to recognize and analyze both efficient and inefficient movement; some specific methods; some appreciation of the scope of activities suitable to this age level.

These students should leave us with some assessment of their own status as teachers, of further development — through attendance at summer school or in-service courses, through personal reading; through consultation with the supervision or, at the worst, by means of an exchange of subject responsibilities with other teachers.

ARE WE DEVELOPING MUSCLE-BOUND MORONS?

John McAllister, a trustee in suburban Toronto, charged recently that "over-emphasis on physical education in our schools is creating muscle-bound morons".

Dr. W. J. Dunlop, Minister of Education in Ontario, immediately stated that he feels that physical education is "just as important as English and History and other compulsory subjects."

He also said: "Physical fitness is very important to our young people and we try to encourage as many students as possible to take part in school games."

OUR NEW HONORARY PRESIDENT

J. HOWARD CROCKER, L.L.D.

Every profession has its giants who are revered and respected; men who have attained the highest stature in their field of endeavour because of their vision and professional accomplishments.

Such a man is J. Howard Crocker, — an outstanding Canadian — a pioneer and long time leader in the broad field of Physical Education.

From early boyhood he has been closely associated with athletics. As he grew to manhood he developed into a superb all-round athlete. He was so versatile that in 1896, and again in 1897, he captured the national pentathalon championship.

Dr. Crocker began his professional career in Physical Education with the Y.M.C.A. in Halifax in 1897. He journeyed to the Far East in 1911 where he served with distinction with the Y.M.C.A. in China. During this period of his career he organized the Far Eastern Olympic Games.

A few years later his country called and he returned to assume direction of the Y.M.C.A. Physical Education work in Western Canada. His achievements in this area lead to appointment as National Director. In this capacity he pioneered many new projects and worked in close liaison with the Y.M.C.A. in United States.

Dr. Crocker's efforts to promote amateur athletics was recognized by Canada in 1908 when he was named manager of our first Olympic team. He served the Canadian Olympic Committee for twenty years as secretary, and attended every Olympiad as an official up until 1948.

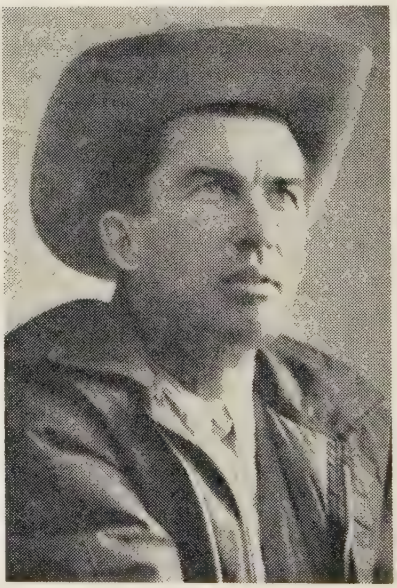
As a past president of the A.A.U. of C. Dr. Crocker took an active interest in every kind of athletic competition. Because of his long association with the Y.M.C.A., and his personal friendship with Dr. James Naismith, for many years he represented Canada on the International Rules Committee for basketball.

He was retired from the Y.M.C.A. in 1930 at the age of sixty and immediately embarked on another noteworthy career. For the next eighteen years he acted as Director of Physical Education at the University of Western Ontario. To this position Dr. Crocker brought his masterly teaching skill, an insistence on high standards, and an intolerance for incompetent performances.

The Canadian Association for Health, Physical Education, and Recreation, is very proud to announce the appointment of Dr. J. Howard Crocker as Honorary President. His immediate acceptance of this position signally honours our Association and brings dignity and maturity to our profession. May his many professional gifts and his wealth of experience and wisdom continue to inspire all members of our organization.

"Tall Pines of Crocker Variety are not common in any woods—and they are, after all, the Landmarks of Today and Tomorrow and of All Time to Come."

(J. V. McAree)



ANDY RUSSELL

An Ardent Conservationist —
—A Knowledgeable Naturalist!
Andy's illustrated talk at the Convention was spiced with a home-spun philosophy that constantly amused and challenged his appreciative audience.

The Metamorphosis of the Immortal Worm

The Family Physician Looks at Health in Relation to Physical Education and Recreation

By

DR. RUSSELL TAYLOR

My interest in Recreation has grown from my year by year experience in the General Practice of Medicine and more particularly the General Practice of Medicine in a suburban area. In this work of mine I have discovered that patients divide themselves sharply into two classes: a small group, 20 or 30% who have a specific organic illness which can be classified and diagnosed even though it cannot always be treated, and a larger group of "shadow people" whose disease might be described as the unfulfilled state. We need to find a key to self-expression for these people. I have been looking for this key among Recreation Leaders in the community and I suppose it is this interest of mine which has resulted in the invitation to address you today.

Now it is our practice in Medicine, when faced with a problem, to study the normal body function, as well as the abnormal. Sometimes this study requires that we investigate the origins and funtions of organs before we can understand their disfunction. I think this is a useful approach to the problem of "shadow people".

First of all we will agree that their disease is best described as a disease of the spirit. We need to then define the spirit and perhaps study this human function a little. Now the spirit, or mind-spirit, as I prefer to combine them, is a function of recent evolutionary origin and like other structures or functions of recent evolutionary origin it is more susceptible to damage than most primitive parts. Tracing the evolution of mind-spirit is good fun. Indeed I found it good fun chasing the evolution of any structure function, and like other changes that have occurred in the broad stream of life on this planet the evolution of the mind-spirit has been an adaptive change. It is comparable to the adaptive change which permitted the fish to move on to the land and develop lung breathing and the much more romantic and stimulating adaptive change that provided animals with the means of flight.

The late Professor Wilson of the University of Saskatchewan wrote a book called "The Miraculous Birth of Language" in which he showed us how mind-spirit may have come into being. He points out that once speech was developed, and speech is simply the retention of the same vocal sound to designate the same object—that once speech was developed, conceptual thinking became possible, and with conceptual thinking creative thinking, and creative thinking of course implies creativeness. Professor Wilson would have us believe that the mind and spirit of man was permitted to evolve from the accident of speech development and I think he has a very good argument.

Destruction of the Creative Spirit

Just as the wings and soaring flight of birds is their most conspicuous feature so is the mind and spirit. I might say the soaring mind and spirit of man is his most conspicuous feature, the thing which distinguishes him the most from animals. Although it conveys great power and great benefit so is it also greatly susceptible to damage. Destruction or perversion of the creative instinct I take to be the chief cause of that disease which produces "shadow men".

A great modern psychiatrist has had a good deal to say on this same subject and he defines the healthy man as the productive man, productive personality. The productive personality, according to Eric Fromm, is that personality which is receiving gratification from the creation of something uniquely his own, while at the same time neither destroying any part of himself nor any part of another human being. It is the achievement of this kind of health that we are striving for in our attempts to cure this 70% of doctors' patients who are in the unfulfilled state.

We are indebted to two people historically for some of our ideas on these subjects: Darwin, of course, because he taught us the mechanism of adaptive change; and Sig-

mund Freud because of his work with the frustration or perversion of one of our creative drives. Freud, as everyone knows, was chiefly interested in abnormalities of sexuality and a great deal of his observations were made on a rather narrow group of hysterical people with gross sexual pathology, but he was able to show us the far reaching effects on the whole personality of frustration or perversion in this particular area. We can now with hindsight extend Freud's idea in this way: we can show that obstruction of sexual expression is only one, and often a minor one, of the total obstructions which are apt to warp our personality. We prefer now to see the human animal as being unique in having a broad creative drive, of which sex is only part, sometimes a smaller, sometimes a larger part, but certainly not the entire creative force. The total desire of man's spirit to express itself transcends sexuality so very far, but we will go along with Freud in agreeing that to thwart this drive is to court disaster. The kind of disaster I think that we see written on the faces of my "shadow" patients.

This creative force in humans is extremely potent. You only have to look about you and see how the face of the earth has been altered by the creativeness of man, and you only have to remind yourselves of the satellite orbiting around the earth to emphasize the power of the creative drive.

There are philosophers today who say that the creative instinct of man, the creative powers of man, are the only creative powers in the universe. These are the philosophers who have been able to dispense with revealed religion and who content themselves with simple observation of events, and you must admit that if you are able to dispense with revealed religion then when you look about you the only creative force you can see is the human mind.

Whitehead has said that although we are subject to the forces and vagaries of the natural universe that the only force we can call upon is the force of our own creative mind. He says that the mature man is the man who sees himself in a situation of total solitude and total responsibility. This is a kind of philosophy which exalts the human mind to the limit.

The Shadow People Problem

In my rather long preamble, all we have really said is that it is possible to trace through evolution or adaptive change, the development of a unique faculty in human beings, the faculty of creativeness. and that since this is a recent acquisition it is easily damaged. We have also pointed out that it is extremely potent. Therefore, it follows that damage or perversion or misdirection of this potent force is likely to lead to disease, using the word "disease" in its proper sense of absence of ease. It is absence of ease that the "shadow people" exhibit.

It would now be proper for us to examine these patients in some detail—these "shadow people", these people who are denied self-expression, who are not allowed to be productive and creative. The first thing we notice is that the whole patient is ill. This is not a situation where someone is complaining of specific symptoms in some limited organ system; this is a situation in which the entire person is not functioning smoothly. They are tired, they sleep poorly, and wake unrefreshed. They are never glad of a new dawn because of the adventures that the new day will bring, there is no colour in their lives, and because they are uncomfortable and recognize the fact that this is not a normal state, they begin to examine their physiological processes.

They begin to pay some attention to their pulse rate, to the manner in which they breathe, and to a variety of normal body functions. Their symptoms are so numerous and so bizarre that they overwhelm the physician and he tends to treat the patient with something less than sympathy and understanding.

When I interview these patients in my office, I make an attempt to uncover some particular activity that they would really like to undertake. I try to find something which would impel them to forget all their difficulties in the pursuit of this particular activity whether work or play. I go back in their childhood and try to uncover the things that they enjoyed in those days, and bring them up through adolescence into adult life, attempting to locate the influences that block off their creative drives, trying to find out how it is that people born with a desire to live can lose the desire so completely in so few years. I must admit that I rarely ever see their eyes light up and hear them say "Oh, I'd like to do that". Believe

me, when their eyes do light up and they say "I'd like to do that", then I drop everything else and concentrate on directing them into that venture.

Unfortunate people, they live each day from rising sun to setting sun in the same fashion, creating nothing, having nothing to show as being uniquely their own, and having a vague feeling that they are not really essential to the smooth functioning of their business, their community, their home, their school, or whatever their environment. Now if we could find the key to self-expression for these people they wouldn't turn up in the office again; we would solve their problem and cure their illness; but to find the key—and I am sure that the key is in the hands of you people if anyone—to find the key we perhaps have to understand some of the forces which have brought them to this state.

Those few souls we know who do possess the key to self-expression are often able to carry on a happy, full life, even in the presence of some disabling organic disease. They are so busy living this life they have been granted that they don't have time to allow their organic disability to intrude. Such people form a minority, but we are very grateful for them.

What happened to this creative force that has somehow or other been bottled up for our patient. Well, I think we can look for the answer in three general areas—the first I would say is perhaps described as inundation with the thoughts of others, the mass media of communication, the newspaper, the periodical. Worst of all, the television set may so flood the mind with other people's thinking, with the products of other minds, that it never bothers to struggle up to the surface and have a look around on its own accord.

The second factor, I think, is the factor of vicarious activity—a sort of second hand adventure with the movies and with magazines, with novels, with true stories, or spectator sports. The sort of thing where you don't have to get your own blood up, you don't have to sweat yourself, but you sort of adventure in a shadow world. I think that there is so much of this in our culture that it takes away the incentive to adventure and create on one's own accord.

And the third factor that is destroying and perverting our creative drive is the availability of consumer goods, and this is something which the capitalist culture has to answer for. We have striven to make more and more things available to more and more people with less and less effort. This sort of thing is deadly for the human spirit. One of the characteristics of a culture that has so many consumer goods so easily available is standardization.

I have brought with me some copies of a pharmaceutical journal called "What's New", and there is an article in this journal called "Destination Sickness". It is an article I would like everyone here to read in which the author points out what happens to people who set the wrong goals for themselves, that is, the goals of acquisition of material goods, the goals of keeping up with the Joneses, the goals of conforming for prestige.

What happens to people who set up these false goals and then achieve them? When they do achieve them they find emptiness, they haven't achieved anything, they haven't fulfilled themselves, and they then develop this sickness which he has called "Destination Sickness".

We don't want people to stand out. We want quality and evenness and monotony. If you stand out you are in some danger of being harmed, because you are conspicuous, and so we hide down among the masses of people. This is quite contrary to the independent, striving, creative spirit of man, and, of course, is producing illness in us.

I must emphasize how deadly and destructive these influences are on the human spirit. The shadow people that I am telling you about are people whose creative instincts and creative drives have been slaughtered by these cultural forces. I don't think that it is any more complicated than that.

I have given some thought to the question of what can be done to solve this problem. Obviously I have to give it some thought because it's a most pressing problem in my professional day. We want these people to achieve fulfilment, and they can achieve this either through their work or through their play. It is almost trite to say that most work today is deadening and dull. It is quite commonplace to mention

the assembly line.

The executives and business people also do meaningless things and subconsciously know that they are doing meaningless things when they transfer paper money from one place to another place, and manipulate stocks and bonds and do rather abstract things. They are not really making anything. So work, although it can be fulfilling, in our culture where fewer and fewer people are primary producers of anything, in our culture work, is often not fulfilment. And because of this we have the almost frenzied pursuit of pleasure or play or recreation.

If we were able to actually play, if we knew how to play, we could probably stand a good many hours of deadly non-productive, non-rewarding work, but of course the same kind of psychology and the same kind of culture which orients us into non-creative work also makes our play non-creative and symbolic and empty. Examining this question I have come to the conclusion that the solution will only be brought about by a program of re-orientation to combat the cultural enemies of creativeness. Then I think the work and play will take care of itself.

Will you forgive me if I say that I have often felt that recreational programmes tend to be symbolic more often than useful. I have often found occupational therapy in the hospital and recreational programmes in the community built around certain crafts and certain programmes that are stereotyped, that really interest only a very small percentage of the people and yet are embraced by a rather large majority. I think they are embraced ritualistically or symbolically as if to say that you are in weaving or ceramics or in drama was to say that you really were trying to foster and set free this creative instinct in you. We really don't need any more symbols; we have too many symbols now. We need the real thing.

I see the real thing in action sometimes, and quite a few of these teenage kids who are building hot rods and driving them around are being creative in a more wholesome way, very often, than a docile room full of people learning about cooking or bridge or some of the other things. I admit right away, before you throw any tomatoes at me, that I am not in a position to offer this criticism, but I must say that this is how I feel and I would be glad if somebody could convince me that this wasn't so. I am quite sure that in the hospital with an occupational therapy programme that we are very often only offering symbolic activity to people and that they undertake it in that sense. This is the thing to do; it stops people from nattering and really doesn't accomplish as much as it might. You will immediately say, we can't offer a thousand and one activities, suitable to everyone's particular creative ability or needs, and I quite agree. But I think we can offer a thousand and one stimuli. This may be one area that we need to explore further.

Let me come back to my patient and to the sort of recreation leader most likely to achieve creative health for that patient. This recreation leader has to be a person who has matured to the point of being able to be a non-conformist, not needing prestige, willing and anxious to stand out head and shoulders above the rest of the crowd, recognizing that what most people value as good is likely to not be good; striving to refine and present the things of real value.

He will be patient and persevering enough to accept small gains and recognize that he will never stir the whole mass, that if he does he is more likely to be subverting creativeness than promoting it. I would want this person's prime qualifications to be a thorough understanding of the deadening forces present in our culture, and I would like him to be acute enough to see how they are operating in his community and clever enough to combat them without antagonizing his population.

When my patient comes in contact with such a person then he will gradually spend less and less of his time striving to keep up with the Joneses and trying for more and more consumer goods. He will begin to spend more of his time watching the clouds, watching the birds, reading books, rather than watching television; hunting with a camera or perhaps just sitting on the lawn and chewing a blade of grass and allowing his mind to wander where it lists. I know people who exert this kind of influence; most of them, though, are not doing it for a living, but rather it is incidental to their own way of life.

You will notice that in none of this have we said anything about learning how to do things, how to play certain games, and how to undertake certain crafts. I think this is part of the programme, but I think that the first thing we need is the influence of trained people in the community whose object is to set free the thinking part of man. I am quite sure that most of the arts and crafts activities will be found ready to hand and some of them will surprise you.

I could cite cases from my own practice of people who, having once come to understand the degree of their subjugation to undesirable cultural forces, have automatically become creative and found the material for their craft ready to hand in the most unlikely places.

I have a feeling of uneasiness. I wonder if the thoughts that are so clear in my own mind have really been mangled by my words so that they haven't got across to you. So I think that I shouldn't go much further, but there are two other things I'd like to say.

I recently addressed a group on the subject of adventure, and I defined adventure as being an experiment with living. Animals live and humans live, but in addition, humans can experiment with life. An experiment involves risk and imagination. The rewards may be great or little. An adventure probably is the finest kind of play.

One other thing that I pointed out previously in discussing adventure as a human activity, was that very often it is predicated on stamina and fitness. I have taught and always will teach that every human experience is better, sharper, more enjoyable when it is done from a platform of physical fitness. I am not just preaching that programme. I practice it, because I have found that physical fitness is very much a part of that eagerness for life which we would like to see every human being achieve. I think everything that we do should be predicated on the maximal physical fitness which is practical for our situation in life. And even though I have spent most of my time talking about psychological and philosophical subjects, I think every community recreation programme should be predicated on sound physical fitness principles.

The Function of a Women's Athletic Committee

MISS IVEAGH MUNRO

The field of Physical has had a phenomenal expansion in Canada in the last fifteen years, not only in the increased number of teachers but in the diversity of background and training. Because of this it is important that Standards and Policies that reflect our Canadian way of life should be formulated and a governing body such as a Women's Athletics Committee should be organized.

So that we are all thinking alike, perhaps we might review the meaning of a standard. According to the dictionary a standard is, "a specimen or specification by which the qualities required of something may be tested, a required degree of some quality, a level reached by average specimens, serving as test, corresponding to the standard of recognized authority or prevalence".

Perhaps for our present discussion we might accept a standard as, "an authoritative rule or model constructed as a guide to action". To be valid it must among other things represent the most reliable current expert opinion and it must be issued by responsible and recognized agencies in the field.

As mentioned earlier it was suggested that I might deal with the purpose of a Women's Athletic Committee.

As I visualize this proposed committee it would be the *policy making* organization. It would consider certain principles and formulate standards that would guide teachers and administrators in the organization and administration of athletics or sports for girls and women.

SIMILAR TO U.S.A. DIVISION

A number of you will be familiar with the Division for Girls' and Women's Sports (D.G.W.S.) in the United States. This it seems to me is the type of organization of which we feel the need. Would it be a mistake on my part for us to base our thinking on the booklet from that organization?

Let us concede that "The one purpose of

Athletics for Girls and Women is the Good of Those who Play."

If we are thinking in terms of a national set of standards, then we should think of setting up ones that would serve as a guide for administrators, teachers and leaders of informal and athletic programs in schools, communities, commercial and recreational groups.

How can this be done?

1. Consideration should be given to the construction and conduct of the program in terms of the method of classifying athletic activities, bases of selecting them, and factors concerned in adapting them to various age groups and to various situations.
2. Consideration should be given to an analysis of leadership in athletics from the point of view of the administrator as well as from that of the teacher.
3. Consideration should be given to the application of these two for the participant herself.

I think I am correct in saying that in Canada we are still very dependent on the findings of our American counterpart. Consider the official rules that are used in Basketball for Women, Field Hockey, Lacrosse, Softball, Volleyball, Soccer, Aquatics, Archery, Fencing, Tennis, Badminton etc. Most High Schools and Colleges use these rules that are approved and published by D.G.W.S. True we do change them slightly in different sections of the country to meet our own needs. Think of the co-operation and help we have had from this American group, they have even allowed us to insert our Canadian Rules in their official Basketball rule book — pretty generous don't you think?

Here I would like to pose some questions. What is it that we are now endeavouring to do or should be doing? Are we ready to formulate, approve and publish official rules of our own? Is there anything to be gained in so doing in regard to sports already covered? Are there any sports typically Canadian that have not been written up? Are we sure that our measurable standards of accomplishment are the same for our girls and women as they are for those of other countries? As Mark Twain has said, "Supposing is good, but finding out is better." Could we invent some new activities or sports and write them up?

It is said that we will need activities that can be played in confined areas — because of the increase in population and because of the change in life due to living in bomb shelters and space ships — these should include exercise for small movements as well as large movements. Could we meet this challenge?

Could we invent some inexpensive and at the same time very interesting sports?

SPECIFIC PROPOSALS

In conclusion I would like to make a few statements:—

1. There should be a set of standards for Girls' and Women's Athletics and Sports in Canada — This could be a new set worked out for Canadians or it could be a set already in existence adopted for Canadian use, or it could be a modification of a set already in existence.

2. These should be the result of studies from various representative groups from all parts of Canada.

3. These should be so clearly stated that they could be interpreted and followed by an administrator in a situation where no trained woman physical educator is employed — e.g. in a High School or in a Recreation set-up, or in an industry where the Principal or a man Physical Educator or a Recreation director carries the program for the girls or women.

4. The formulating of a set of standards does not necessarily mean that these would be followed by all groups but it would help to raise the quality of athletics and set a goal to strive toward.

5. To help achieve this goal (a) a definite effort should be made to have all schools training physical education teachers, include these standards as part of a course in which they would logically fall, and (b) a definite effort should be made to familiarize those, who are already in the field with these standards. In many situations these standards could give strong support to the teacher.

We in Canada are not alone in this search for standards and policies in athletics and sports for girls and women. It is a problem that seems to be common to the women of all countries.

THE TAIT McKENZIE MEMORIAL LECTURE

Excerpts of the Address by Mr. Rae Speirs

This address could easily develop into a eulogy of Tait McKenzie — a labour of love that would be close to my heart and yours . . . but there are other matters which (in the light of the times we live in) should come first.

Some of you have indicated to me that you are bewildered by the welter of conflicting goals set for Physical Education. The wishful hope someone would reconcile the controversies expressed in the Journal and give us a clear Song To March To.

It would be presumptuous of me to pontificate. After thirty years of trial and error I like to persuade myself that I have succeeded in prying off some of the encrusted humbug that bemuses us. But I am going to be candid and admit that there are some areas in which I have to suspend judgment.

I am not sure, for instance, what I should believe about Compensatory Exercises. For the greater part of my professional life I have practised and preached the doctrine that these exercises are necessary to offset the evil effects of sedentary living.

Now I am beginning to have honest doubts.

Is it not possible that the exercise we need for a push-button age is exercise for the involuntary muscles in the heart, blood-vessels, lungs and digestive system — and not compensatory exercises for little-used skeletal muscles? This would mean that we were right all along in concentrating on vigorous games and activities with a lot of running and dodging, rather than switching to stationary calisthenics, gymnastics and weight lifting, which furnish limited stimulation to the circulation, respiration and perspiration. It's worth thinking about. As I said before — on this subject I have an open mind.

In Halifax we heard Dr. Hans Kraus assert that our children and our Physical Education programmes were inferior to their European counterparts — assertions which the public have accepted at face value.

I was heartsick to note the alacrity with which so many physical educators adopted his point of view and proceeded to use his dismal picture as propaganda to secure more support for their programmes.

This was crying wolf once too often. We do it after every war and it boomerangs against us, because we can't produce the wolf.

We must be in a precarious position indeed if we have to defame our youth in order to justify our profession. I am afraid I lost some friends by presenting evidence to the contrary. Since that time much has happened to bring me comfort.

Elsa Snyder, by retracing Kraus's steps in Europe, and re-testing the children, has thrown doubts on the integrity of his testing there. The failure rate this time was the same as in the U.S.A. — 58%.

Our own **Max Howell,** in tests conducted at New Westminster, showed that after four days of familiarization with the test items, Canadian children do as well on the Kraus-Weber tests as Europeans. In other words, the failures are caused by lack of familiarity with the requirements rather than lack of muscle . . . This is an important point because from many quarters come claims that by switching to a programme in which calisthenics predominates . . . fitness (as measured by the Kraus Weber tests) has been restored in a few week's time. This is manifestly ridiculous. Fitness doesn't improve that fast.

However, the coup de grace came from the American Medical Association in a formal statement in the **Report Of The Sixth National Conference On Physicians And Schools.** They state categorically: "No appraisal instrument currently available affords a valid measure of the degree of total fitness which a child or youth may possess . . . There are not, and probably never will be, standards of physical performance which can apply to all children. Consequently, a nation-wide application of

performance standards is not justified by any evidence now available. Tests of physical performance measure only the ability of the child to perform a particular activity at a particular time, and are not to be viewed as an index of fitness".

In other words the popular concept of general fitness is untenable. Fitness is specific — not general — and is related to specific tasks. You can be fit for badminton and unfit for wrestling. You can be fit for swimming and unfit for gymnastics. You can be fit for golf and unfit for housework. All fitness batteries are loaded to accommodate the inventor's preconceived image of fitness.

After that blockbuster, we should hear no more about the Kraus-Weber tests and their presumptuous implications.

I cannot commend to you any programmes based on pseudo-scientific tests and calling for systematic muscular over-load for children. That would be a backward step, to practices which are physically unscientific and educationally repugnant.

I sometimes think that the place of Physical Education in general education is not unlike the function of the Thymus Gland in the body — we do not know for sure the function of the Thymus. All we know is that it seems to be vital to growth. If it is removed, growth is affected.

Similarly — the function of Physical Education is hard to explain . . . but if it is removed, educational growth seems to suffer.

This is historically true . . .

As you know, Greek thought reached its pinnacle when the Olympic laurels were vigorously contested . . . When the games declined, the Sophists took over . . . Coincidence? . . . Hardly . . . Because the same thing has happened over and over again in history.

A similar decline took place in ancient China, when the liberal education devised by Confucius (which included Physical Education) was dropped in favour of a concentrated intellectual training.

Perhaps the most outstanding example of intellectual Dry Rot occurred during the Middle Ages. Christians of the early church were taught to scorn and chastise the body for the good of the soul. The mind, however, was identified with the soul. (This artificial dichotomy of mind and body probably originated in Judaism, as an outcome of the Captivity. In a sense it was the philosophy of slaves — as opposed to free men.)

Such attitudes exerted a profound effect upon education and the result was the Dark Ages — a period of 1500 years, characterized by intellectual sterility — a "marking time" such as the world has never known before or since.

There is real danger that a flying cylinder, containing a dead dog, may frighten us into turning our schools back into monasteries.

Sir Richard Livingstone would have us go back to Plato — whose goal for education was the Knowledge of Good and Evil. To Livingstone this meant the reassertion of Christian Principles of Living. Your Dr. Russ Taylor called this creativity but he shied away from defining creativity as putting one's life in tune with the purposes of the Creator.

Therefore in Literature we do character studies with children to enable them to distinguish the "good guys" from the "bad guys." In history we do the same . . . in Science we learn techniques for discriminating between what is true and false, such as the controlled experiment . . . Foreign languages enable us to broaden the quest beyond international barriers . . . The search for excellence goes on — into the cultural areas of music, art and drama.

All this we must continue to do — and do better. But to the child, in spite of excellent instruction, much of this moral training is unrealistic, adult and academic.

For the child . . . the real world is the world of play. Play is basic — biologically and socially. There is a good chance that things learned in play situations are learned for life.

Oh, I know . . . it is easy to be cynical about the character-building value of games — to quote examples that boomering — to assert that transfer is a matter of chance . . . And it is probably true that criminals in the Penitentiary observe the rules of baseball scrupulously . . . and, upon release, break all the rules of society.

Nevertheless, mankind in general is not so incorrigible . . . and, in the case of children, the chances are good that trans-

fer of moral values from games to life will take place.

Is it not true that when the choice between good and evil is complex and confusing, we tend to revert to our childhood frame of reference and we ask ourselves — Is it cricket? Is it playing the game?

School principals are always telling me of boys with whom the teacher could do nothing . . . rebellious . . . hostile . . . anti-social . . . indifferent to their studies . . . who were reclaimed through the medium of Physical Education and their attachment and respect for the teacher-coach.

There is need to reassert the case for games in character-formation and to purify and improve our way of conducting school games . . . As Livingstone says: "We must bring up people to regard life as a craft (with the emphasis upon excellence) and we must play our games with real craftsmanship".

In Livingstone's book the aim of physical education is identical with the chief aim of general education. It is moral rather than intellectual. In this sense we might call it Education Through the Physical rather than Physical Education.

Other goals exist (I have mentioned a few), but they are the outer rings in the target.

The Bull's eye is the conquest of self — the moral victory. Only this gives us a common focus and a sense of urgency.

With this objective I am sure Tait McKenzie would approve for he was a believer. He had faith in youth and he had faith in his craft.

The steady flow of athletic bronzes could not have come from the hand of one who felt that American youth was inferior.

There is the light of idealism in their eyes and their bodily perfection expresses the discipline of sport — the victory over self.

LOOKING AHEAD

Some excellent articles have been submitted for publication in future editions of the Journal. However, we are most anxious to obtain additional articles on Health Education and Recreation, and material concerning women's Physical Education Programmes. Will Branch Presidents please cooperate in this matter.

Camping In Australia

By Jack Cross

Other than in New South Wales, camping in Australia hasn't reached any great heights. There are no private camps in any of the six states, and only very few church or 'Y' camps. Most of the camps and youth hostels in the country have been established under the auspices of the Commonwealth National Fitness Council — an adjunct of the Dept. of Health at the dominion level.

At the provincial level, in all states other than New South Wales, the state National Fitness Council is linked with the Department of Health. The programme in all these camps is oriented towards youth leadership and instruction, and leadership camps of this type are conducted regularly throughout the year.

In New South Wales, the link between the National Fitness Council and the populace is via the Department of Education, and although this in itself has a few minor disadvantages, the advantages far outweigh these as evidenced in the progress made there in the past 20 years.

This continued progress can be laid at the feet of one man — a man who was born in Guelph, Ontario, educated in Canada, and who, in 1937 accepted what was regarded as one of the toughest public service appointments in New South Wales — that of Director of Physical Education and Executive Member of the state National Fitness Council. Through the foresight, planning, enthusiasm, and energy of Gordon Young, there are now nine established National Fitness Camps in New South Wales, with at least two others on the planning boards. Mr. Young's motto as success follows success — "It's bound to be better next year" — and so it has been !

The education system in all Australia states is centralised. In N.S.W. overall administration is provided by the headquarters staff in Sydney, with Area Directors and Inspectors stationed in country towns; there are no school boards, so all camping liaison is done directly with school principals. The Physical Education Branch, which administers the camping system, is located in Sydney and also has Advisers stationed in each of the seven Area Directorates.

The camps used on a year-round basis in the major scheme are Broken Bay (boys) and Point Wolstoncroft (girls). These camps like the others previously mentioned, are also used in vacations — May, September, and December-January for teacher training and children's vacation programmes.

Following World War II the word "School" was tacked onto the names of both camps. A staff of interested specialist teachers was selected as counsellors, and the scheme was launched on a permanent year-round basis. Until 1954 there were 14-day Senior (high school), and 7-day Junior (elementary school) camps, but the camp period has now been standardised at 10 days per session.

As a general rule the school schedule is arranged a year in advance, with areas rotated to different months each year. One Sydney inspectorate is allowed to supply campers at the same time as one country inspectorate. Campers are escorted by camp staff from their home station in the country or a central location in Sydney on the forward and return journeys. In this way each session contains both city and country children.

Some school principals are so impressed with the benefits of outdoor education through camping that they arrange for their schools to fill the camp on occasions. The children are accompanied by their teachers to Broken Bay where the camp counsellors take over and are assisted by the classroom teachers in the implementation of the camping programme.

A 10-day period at camp entails a $10 camp fee which is paid by the parents who also meet the child's travel expenses per rail, bus and/or ferry at concession rates. There is no profit made on the scheme — capital costs, staff salaries, and camp debits are budgetted for by the state Education Department and the Commonwealth National Fitness Council conjointly. School principals may recommend a camp fee reduction if parents are in needy circumstances. In these cases parents pay what they can and the child's fee is subsidised by the "Fresh Air Fund".

The school-camp curriculum includes — naturecraft, study of native flora, fauna, marine life, rock formation, conservation; swimming, water-safety, and lifesaving, games and sports; outdoor overnight camping and cooking; health habits, first-aid training; handicrafts; evening entertainments, camp-fires and concerts; camp community living and co-operation. Emphasis is on the outdoors; similar activities are conducted winter and summer in the temperate climate. Emphasis is on co-operation in activities rather than in competition. No actual school subjects are taught as such during the camp. Articles and sketches are presented by campers for printing in the camp newspaper which is distributed to all at the close of the camp session.

During school vacations all sites are swung into "operation vacation", but camping is becoming so popular that bookings are now taken twelve months in advance. Camps at these times are of 7-or 10-days' duration, and are mixed or single sexed.

Staffs for vacation camps are drawn from physical education specialists and teachers' college students. A counsellor-in-training programme is in operation, where inexperienced enthusiasts are encouraged to attend camp and assist in the counselling — dependent on their display in these spheres and following special counsellor short courses they are subsequently employed as counsellors in vacation camps.

National Fitness Camps in New South Wales are used for leadership training, athletic coaching, life-saving, play centre supervisors' training, and other specialist activities in addition to school children's term and vacation camps. Regular times are set aside also for camps for state wards, blind children, Legacy wards (orphans of veterans), etc.

POINTS OF INTEREST:

The following are a few points which may be of interest in being a little different to the general pattern of camping as I have seen it on this continent:—

Camps in Australia are largely financed by state and federal governments. Hence camp fees are low and staffs are of quite a high standard. On the other hand, Australian camps are not as spectacularly equipped as some I have seen in North America. Boating, hunting, horse-riding as examples are three activities popular here that are practically non-existant in camps "Down Under".

A great number of the camps have been built and developed by voluntary workers; so, although the setting up of constructed campsites is comparatively recent having taken place within the past 20 years, (the first six of which were occupied by World War II), many people now have the satisfaction of having helped build up the sites. Although restricting initial development, the war has played its part in making available at low cost to the National Fitness Council three small well-located coastal camp-sites. As mentioned earlier, members of service organizations especially Rotary International have played a great part in camp development by providing finance and materials for construction.

Counsellor specialisation is not as evident as in Canada and United States. The counsellor undertakes a broad training and at camp may be responsible for the organization and advising in a given field (e.g. games, waterfront, flora, camp-fires etc.) but in each camp programme the cabin counsellor looks after his group for nearly all activities. This scheme may not produce the highest attainments in each camper but I for one feel it has the advantage of a better-counsellor-camper understanding and relationship. The plan permits of a greater understanding of the child and his individual problems by the counsellor, leads to a better camper group spirit and through these media allows for camper education along more democratic lines.

The benefits of attendance at school camps have been widely recognised by education authorities in N.S.W. In the early years, school principals permitted only children in the lower grades of the non-university programme to attend. It was later found however, that attendance at camp for two weeks generally improved rather than hampered the children's school progress, so nowadays it is common to see senior students attending camp in school time.

Competition was once a keynote of camping activity — points scores for cabin cleaning, sports competition, campfire items, table and dining chores, swim meets etc., but now this aspect has been wisely replaced by a search and aim for co-operation. Small individual units of competition are still conducted for meets etc. but camp duties are now done very successfully in a co-operative manner, thereby building up a 'camp spirit' rather than a feeling of individual or group superiority and intolerance.

"As the flames point upwards, so be our aims,
As the red logs glow, so be our endeavours,
As the grey ash fades, so be our errors,
As the good fire warms the circle, so may our ideals warm the world."

RECREATIONAL FIELD REPRESENTATIVE

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SALARY RANGE: $498 — $606 per month.

REQUIREMENTS: University degree in Physical Education, Recreation or Education; teacher's certificate; teaching or community recreation experience. The appointee will be required to organize, promote and direct community activities in the field of recreation and physical fitness.

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Certificats Honorifiques a le Révérend Père Montpetit

Lé révérend Père Médéric Montpetit, Oblat de Marie Immaculée, fut véritablement pour ses compatriotes de langue française, un des pionniers de l'orientation de l'éducation physique et récreative vers un statut professionnel.

En 1939, après son ordination, le Père Montpetit, fut nommé au Juniorat d' Ottawa, en qualité de directeur des études et préfet de discipline. Il commença aussitôt ce qui devait être sa carrière principale, c.a.d. enseigner l'importance de l'éducation physique et de l'hygiène à la jeunesse.

Il institua un cours d'aptitude physique au Juniorat tout en dirigeant un projet de recherches basées sur la technique de croissance et de développement physique des jeunes gens, préconcisée par Wetzel Grid.

Les résultats de son programme d'aptitude physique au Juniorat furent si remarquables que les autorités, en 1942, rendirent son cours obligatoire. Le docteur Wetzel a déclaré officiellement que l'expérience du Père Montpetit est l'un des travaux de recherches les plus sérieux qu'il ait jamais vu.

L'Université d'Ottawa a instituté pour son école secondaire un cours semblable à celui du Juniorat et les cours du Père Montpetit sont encore en vigueur dans les deux institutions.

Après avoir observé les bienfaits évidents qui découlent de ces cours, l'Université d'Ottawa a décidé, en 1949, de fonder un Institut d'Education Physique dont le but serait la formation d'éducateurs et de dirigeants masculins dans les domaines connexes de l'éducation physique, de la récréation et de la santé. Le Père Montpetit fut nommé premier directeur de l'Institut, poste qu'il occupe encore aujourd'hui.

Conjointement avec cet Institut, le Père Montpetit a établi des cours d'été d'une durée de trois ans pour les professeurs d'éducation physique. En conséquence de quoi, des délégués de quelques 35 collèges ou écoles secondaires enseignent maintenant à environ 10,000 élèves en Ontario, à Québec et dans les provinces maritimes.

On peut fort bien affirmer que le Père Montpetit a consacré sa vie à la cause et à l'avancement de l'éducation physique et de la santé au Canada. Reconnu pour sa compétence et son habilité administrative, le Père Montpetit n'épargne ni son temps ni ses efforts pour seconder tous et chacun des groupes qui ont recours à son aide.

Entièrement dévoué à sa profession, il a acquis l'estime et l'admiration de tous les members de sa faculté ainsi que le respect de ses élèves.

Le Père Montpetit en plus d'être directeur de l'Institut d'Education Physique de l'Université d'Ottawa, occupe plusieurs autres postes importants se rattachant à l'éducation physique.

Il est président de la succursale d'Ottawa de CAPHER Inc., et de la section récréative de "Caritas Canada" (Organisation Nationale Catholique); il est conseiller pour la fédération des collèges classiques et pour la fédération des organisations récréatives de la province de Québec. Il représente l'Université d'Ottawa au conseil de l'éducation

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Father Montpetit Receives Honour Award

THE REVEREND FATHER MEDERICK MONTPETIT, O.M.I., has been one of the real pioneers in guiding physical education, health and recreation to professional status amongst our French-speaking compatriots.

After his ordination in 1939, Father Montpetit was assigned to the Ottawa Juniorate of the Oblate Order and was appointed Director of Studies and Prefect of Discipline. He immediately began what is now his life work, namely stressing the importance of Physical and Health Education for youth.

He instigated a Physical Fitness course at the Juniorate and parallel with it conducted a research project, using the Wetzel Grid Technique, on the growth and development of young men.

By 1942 the results of his Physical Fitness program were so outstanding that the authorities established his fitness course on a compulsory basis at the Juniorate. Dr. Wetzel has publicly stated that Father Montpetit's experiment was one of the finest pieces of research he has ever seen.

The University of Ottawa, High School Division, instituted a like course to that given at the Juniorate and these are still being taught at both institutions.

In 1949, The University of Ottawa, after observing and tabulating the obvious benefits derived from the aforementioned courses decided on the foundation of an Institute of Physical Education, the aim of which would be to prepare young men to be educators and leaders in the allied fields of physical education, health education and recreation. Father Montpetit was named the Director of the Institute, which position he holds today.

In conjunction with the Institute, Father Montpetit established summer courses of three years duration for teachers in Physical Education and as a result, representatives from 35 colleges and High School are teaching an estimated ten thousand pupils in Ontario, Quebec and the Maritimes.

It can well be said that Father Montpetit has dedicated his life to the cause and advancement of the Physical and Health Education movement in Canada. Respected for his knowledge and administrative ability in establishing and fostering new outlets for the teaching of his favorite subject, he never spares himself in time or effort in assisting all groups seeking his aid.

Sincerely and devotedly dedicated to his profession, he is respected by all members of his faculty and by the student body as well.

Father Montpetit besides being Director of the Institute of Physical Education of the University of Ottawa, holds several important positions linked to physical education. He is President of the Ottawa Professional Branch of CAHPER Inc. and President of the Recreation Section of "CARITAS CANADA" (National Catholic Organization). He is consultant for the Federation of the Classical Colleges and the Federation of the Recreation Organizations, (C.P.O.) of the province of Quebec. He is the Ottawa University representative on the Ontario Physical Education Council. Furthermore he is a member and consultant of the Athletic Board (Policy making and governing body) and the Athletic Association of the University of Ottawa respectively.

Finally he is Director of the 3-year cycle coaching clinics at the University Summer Camp and of the new special course (summer) for recreation directors in orphanages.

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physique de l'Ontario. En outre, il est membre du conseil athlétique (conseil d'administration) et modérateur de l'association athlétique de l'Université d'Ottawa, respectivement.

Finalement il est directeur de la clinique d'entraînement des cours d'été d'une durée de trois ans et du nouveau cours spécial d'été pour les directeurs de récréation dans les orphélinats.

Au nom de la "Canadian Association for Health, Physical Education and Recreation", c'est pour moi un devoir bien agréable que de présenter au Père Montpetit ce certificat d'honneur par lequel l'association reconnaît ses mérites.

Tribute to the Late C. H. McLoy

Dr. McLoy is seen above on one of his last visits to Canada when he received an LL.D. Degree at the University of Ottawa.

It is with great sorrow that the profession of physical education in the world and especially in North America learned about the death (Sept. 18) of Dr. Charles Harold McCloy, professor emeritus at the State University of Iowa, USA.

Dr. McCloy has crowded several careers into his very active life. Professor, author and research scientist, he has influenced many professional associates. He has always managed to take time to serve worthy causes and in particular his profession, locally, nationally and internationally. Perhaps his most significant services have been those rendered as consultant and advisor in the United States, Canada and South America.

His publications have appeared in Chinese, French, Italian, Spanish and Turkish as well as in English; they stand as the best testimony that his counsel and judgment were sought the world over.

Humble, honest and diligent, this great leader has, during all his busy life, kept the searchlight focused on fundamental problems. His warm personality, modesty and obvious pleasure in serving others have won him our deep respect and admiration. May his life devoted to the service of mankind be an inspiration to all of us.

J. Fernand Landry, Secretary,
Ottawa Branch of CAHPER.

Are YOU Soliciting New Memberships?

Here is some information concerning the

CANADIAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION

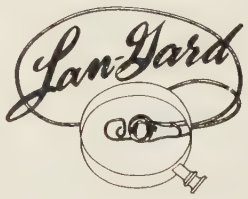
1. Originally formed as the Canadian Physical Education Association. Organized in 1933 through the efforts of Dr. A. S. Lamb of McGill University.
2. Currently has eighteen branches stretching from St. John's, Newfoundland to Victoria, British Columbia, with a membership of 1,000.
3. CAHPER has been responsible for action in the establishment of "The National Fitness Act", growth of degree courses at various universities, development and progress of provincial recreation departments, local provincial reports to Royal Commissions, publication of an outstanding professional magazine and making annual awards to outstanding Canadians in the fields of health, physical education and recreation.
4. Current projects include publication of a Tests and Measurements Manual for Schools and Colleges, development of a publication on "Facility Standards", and editing a collection of research studies by physical educators and studies of problems related to fatigue, economic use of practice time in skill development, etc.
5. Plans for the future include:
   a. Special publications in the fields of physical education and recreation.
   b. Study of the special needs for undergraduate preparation in Canadian universities.
   c. Development of a research section with special emphasis on national problems.
   d. A study of the need for a national training plan for Canadian athletes.
   e. Set up a clearing house for reprints of international articles of significance in the related fields of health, physical education and recreation.
   f. Improvement of standards for equipment and supplies.
   g. An investigation as to the possibility of a Canadian course for trainers of athletic teams.
   h. The publication of a pamphlet on "Outdoor Education".
   i. Dissemination of information for improved methods of coaching and teaching various skills.
6. All the key Canadian people in physical education and most of them in recreation belong to CAHPER. This means that this Association is the primary means by which ideas are exchanged and mutual problems are studied in these areas. Such factors include endurance, physique, muscle tone, strength, suitable recreational skills, aquatic and dance fundamentals, teacher recruitment and training, programs in schools, universities, communities and private agencies, corrective and remedial physical education, industrial recreation, school health education, prevention and care of athletic injuries, etc.
7. CAHPER is affiliated with its counterparts in both Great Britain and the United States.

EYEGLASS HOLDER

Holds eyeglasses from slipping, sliding, falling or being accidentally knocked off in any sport, work or play. Adjustable rubber tips. Adjustable elastic band. (R) Pat. Canada, 1956.

WHISTLE MOUTHPIECE COVER

Neoprene rubber—odorless, tasteless—washable. Complete protection to lips and teeth — metal whistle can be used in winter and summer—locked on to stay on—red or white.



WHISTLE LANYARD

Neoprene tubing—light comfortable—washable. Special stainless steel snap catch—easy to use—not affected by body oils or salts. Will not twist on neck.

At Canadian Sports Shops—SERON MFG. CO., Barber Bldg., Joliet, Ill., U.S.A.

Pictured above are several members of the new Executive directly after installation: Dr. Max Howell, Vice-President for Physical Education; Mr. Gordon Wright, President; Miss Nancy Cannon, Vice-President for Recreation; Dr. Maury Van Vliet, Past President, and Mr. William L'Heureux, Treasurer.

EXECUTIVE ACTIONS

Herein will be reported action by the Executive of the Association including that of the Secretary. The officers of the Association are called on by many other organizations often to give opinions, frequently inviting joint action and sometimes to attend meetings. An effort will be made to keep you informed.

* * *

The President has done much to facilitate the smooth moving of the Association's office from the West where it has been carried on in an exemplary fashion these past two years. Banking and signing officers have been authorized. Files and old records have been received and stored — they are handy to some one — until such time as separate office space can be arranged.

* * *

The President, Jack Passmore of Publication, N. A. "Pete" Beach, advertising, Jack Life and the ex-sec. have had several meetings to get the arrangements with the new printers made.

A part-time stenographer, recorder, bookkeeper has been employed. Mrs. Jane Ribbons, looks after some correspondence, the bank deposits and the making out of membership name plates. Your renewal notices will reach you regularly and your returns of these will be efficiently recorded.

* * *

If you have changed your address since April send it in now. Your last Journals may be at the Dead Letter Office.

* * *

N. A. "Pete" Beach has the advertising fairly well in hand. Suggest to those interested in buying space in the Journal that they get in touch with him at Room 311, 206 Huron Street. He will promptly send rate cards and also information as to what space is sold now for Volume 26. Look in this Journal for more information for advertisers.

* * *

Jack Passmore is gathering about him an able Publications Committee to the members of which he is handing out assignments. Jack Life O.C.E., Ed. Stalter, recreation expert; Helen Bryans O.C.E.; Jean Forster, U. of T., womens athletics; Ernie Shipton, East York, Health Education field.

The Canadian Conference on Education, of which CAHPER is a member, is holding meetings to plan another Conference for 1962. The President has appointed Rae Spiers and L. W. "Lew" Smith to attend meetings in Toronto. The Executive-Secretary will be in Montreal for the meeting there in October. Members will receive a brochure about this organization.

* * *

Vice-President Stewart Davidson was appointed by the President to represent this Association at the Saskatoon meeting of the Canadian Education Association. You will see a report of this meeting in the Journal.

* * *

Some of the Executive co-operated with CBC during the early part of the year in their documentary film, The Man of Kintail, which was shown Sept. 26th in the East at 6 p.m. This is an excellent addition to the literature on R. Tait McKenzie. If you didn't see it in your part of the country write CBC to re-run it.

* * *

The Executive-Secretary will be in the eastern provinces for a month beginning the middle of October. If he can be of use to Branches or to related institutions or organizations let him know.

* * *

The President and the Executive are interested to receive your comments and suggestions regarding the fitness topic which was discussed in the last session of Parliament and is due to reach the floor again this fall. Our Association should have at least an opinion and perhaps a plan. You are the **National** association.

* * *

The fall members will be receiving additional mailings to keep them informed. This may take the form of reprints from other publications, brochures, and reports of a technical nature. It will behoove you to be an active member not a library or Journal subscription member.

Ivor Wynne, our new membership chairman, is a man with real mission. — In addition to re-activating dormant memberships — and enlisting new members — he is striving for much greater student participation in our association.

* * *

J. F. Leys, Director of the Mill of Kintail Memorial met with some of the Executive. He was in Toronto in connection with the C.B.C. TV programme "Explorations" which appears Thursday nights. Doug Maxwell has done four programmes on the Physiology of Exercise, the first of which was "what makes Roger run". Some of Tait McKenzie's athletic sculpture appeared on this show.

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Trans-Canada Pipeline

Gordon Young a Canadian who is serving as Director of National Fitness Council Sydney N.S.W. Australia—is the President of the Australian Physical Education Association.

* * *

Ed. Staley is the Executive Secretary of California Association of Health, Physical Education and Recreation. Ed. is a B.P.H.E. Graduate of the University of Toronto.

* * *

Canadians who attended the British Commonwealth Physical Education Conference at Barry, Wales, will remember Michael Melanefy. He spent three weeks on summer school staff in Ontario and later attended the International Convention on Health, Physical Education and Recreation held in Washington in conjunction with the World Confederation of Organizations of the Teaching Profession. He is the new vice-president of this council. Look for an article by him in our next issue.

* * *

Canada was represented by a member of our Association—Dr. Doris Plewes, Consultant, Health and Welfare Department, Ottawa.

* * *

An excellent Junior Leaders Corps programme has been prepared by the Physical Education Department, Calgary, Alberta.

* * *

If you know of a Physical Education teacher taking courses on an exchange in England, suggest that five Canadians who are members of C.A.H.P.E.R. are invited to attend the Physical Education Association Christmas Vacation Conference in London January 4-7, 1960. The topic: "Physical Education in Relation to the Development and Health of the School Child".

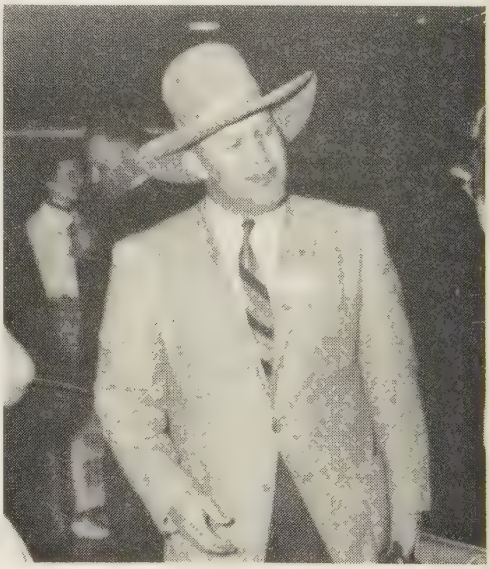
Medical doctors and Physical Education personnel will present interesting information on the following:—

(1) Problems of Growth in Relation to Children's Posture;

(2) Somatotyping Children;

(3) A Development Circuit for Weight Training.

If in England please contact Mr. Peter Sebastian, Ling House, 10 Nottingham Place, London, W.I.



"AL" AFFLECK

For the past two years the name, A. F. Affleck has identified the enthusiastic and efficient editor of the Journal. But at the Edmonton convention delegates came to know Al. Affleck as a man of many other interests and abilities.

He proved to be a loquacious companion and an irrepressible idealist; but a man who was dedicated to the CAHPER cause and who has strong feelings as to the future role our organization should play in national affairs.

Here he is portrayed as "Affable Al — the master of mimicry", whose side-splitting skits at the convention barbecue shall long be remembered.

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Mr. C. R. Blackstock,
Executive Secretary, CAHPER Inc.,
95 Wellesley Street East,
Toronto 5, Ontario

Dear Sir:
Please accept this form as: (check *only one* of items 1 to 4)

☐ 1. Application form for membership (including Journal) as indicated below.

☐ 2. Renewal form for membership as indicated below.

☐ 3. Application form for subscription to the CAHPER Journal.

☐ 4. Renewal form for subscription to the CAHPER Journal.

In your files, please record my name or the agency for whom I am applying in *one* of the following categories: (check *only one* of items 5 to 8)

☐ 5. *Subscriber,* which, by definition, is a lay person, agency, library, recreation commission or school interested in receiving a year's subscription of the Journal ($5.00).

☐ 6. Life member of national association ($75.00).

☐ 7. Active national member ($5.00 per year).

☐ 8. Student national member ($2.00 per year).
(University students only are eligible)

9. Please address my copies of the Journal to: (Please Print)
Mr.
Mrs.
Miss .....
SURNAME CHRISTIAN NAMES

Address: .....
(City) (Province or State) (Country)

10. I am a member of a local or region branch of CAHPER. The name of the branch is: ..... Branch.

11. I am enclosing a cheque or money order for the sum of ..... dollars (including exchange) for membership and/or subscription as indicated above effective date ....., 19.....

..... (Signature of Applicant)

PLEASE NOTE: Full membership includes The "Journal" and News Letters.

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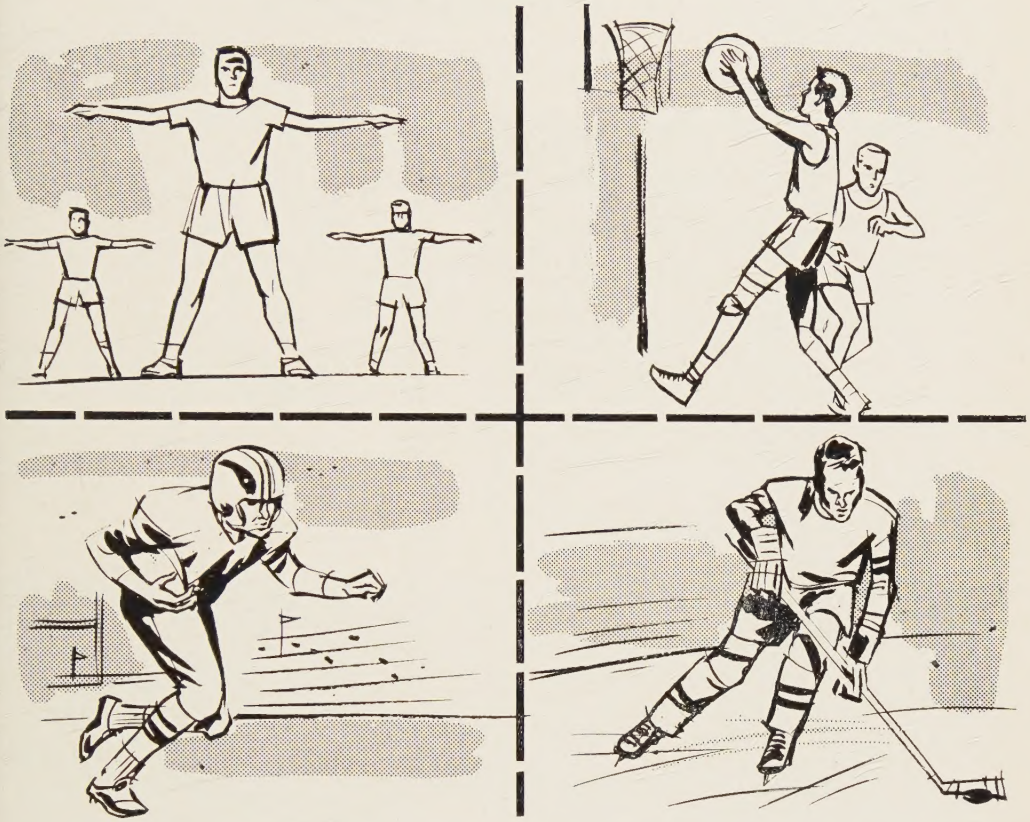

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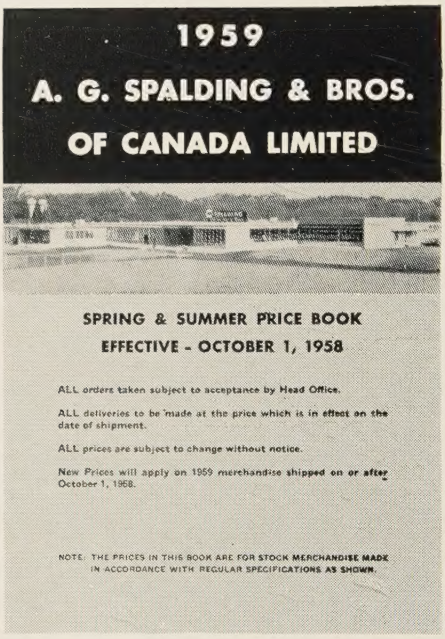
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